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DEVELOPMENT OF INTER-AMERICAN TEST MATERIALS.

BY- MANUEL, HERSCHEL T.
TEXAS UNIV., AUSTIN

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TWO NEW TESTS WERE DEVELOPED IN THE INTER-AMERICAN TEST SERIES IN PARALLEL ENGLISH AND SPANISH EDITIONS. A PRESCHOOL TEST WAS ADDED TO THE TESTS OF GENERAL ABILITY AND A LEVEL 1 TEST ADDED TO THE TESTS OF READING. ALSO THE SPANISH EDITIONS OF SOME EARLIER TESTS WERE REVISED AND ADDITIONAL INTERPRETATIVE MATERIALS DEVELOPED. THE AUTHOR BELIEVED THAT THE NORMS OF THE TESTS ALREADY CONSTRUCTED SHOULD BE STRENGTHENED BY ADDITIONAL TESTING OF REFERENCE GROUPS. RELATED REPORTS ARE ED 001 702 AND ED 003 857. (TC)

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FINAL REPORT

PROJECT NO. 2621

CONTRACT NO. OE 5-1017

DEVELOPMENT OF INTER-AMERICAN TEST MATERIALS

DECEMBER 1966

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

BUREAU OF RESEARCH

DEVELOPMENT OF INTER-AMERICAN TEST MATERIALS

Project No. 2621
Contract No. OE 5-1017

Herschel T. Manuel

December 1966

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The University of Texas

Austin, Texas

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Herschel T. Manuel

INTRODUCTION

The problem of this research is the construction of educational tests having the same content in English and Spanish and to develop interpretive materials for their effective use. The project deals specifically with the tests of General Ability and Tests of Reading of the Inter-American Series.

The Inter-American Series of parallel tests in English and Spanish grew out of a study of the teaching of English in Puerto Rico some 25 years ago (1), a study conducted by the Committee on Modern Languages of the American Council on Education. The native language of the Puerto Rican child was and is Spanish but a determined effort had been made under varying programs to develop a mastery of English as well as Spanish. Although the study of the committee was directed primarily toward the teaching of English, an evaluation of the situation as a whole required attention to both languages. Ideally there should be some way of comparing achievement in the two. Tests offered one possibility, but the committee found no suitable tests available and undertook to construct a limited series of its own. Rejecting the possibility of translating existing tests (which had been prepared for a specific language and culture), it assembled a staff of native Spanish-speaking and English-speaking persons and constructed new tests having the same content except for the language in which verbal content was expressed — that is, of the same content as nearly as it could be made by the staff. The objective was to select test items common to the two cultures and of similar difficulty.

The tests developed in the Puerto Rico study were published after some revision by the Educational Testing Service in 1950 under the title Cooperative Inter-American Tests. The series included Forms A and B in English and Spanish for Tests of General Ability (Primary, Intermediate, and Advanced), Tests of Reading (Primary, Intermediate, and Advanced), Tests of Language Usage, Vocabulary and Interpretation of Reading Materials in the Natural Sciences, and Vocabulary and Interpretation of Reading Materials in the Social Studies.

In 1959 the Educational Testing Service discontinued publication of the Inter-American Tests and gave the remaining stock to Guidance Testing Associates (Austin, Texas), a non-profit educational corporation organized specifically to assume responsibility for the tests. In the same year with the support of the Office of Education a research devoted to the further development of the tests was initiated at The University of Texas (Project No. 681 of the Cooperative Research Program of the Office of Education). Its purpose was stated in part in these words (2:1)

> The problem is to study and revise existing educational testing materials (specifically the Cooperative Inter-American Tests) and to create new materials in parallel English and Spanish editions for use in Spanish-speaking and English-speaking countries of the Americas. The end product will be a series of tests which will yield comparable results

> when administered in the Spanish edition to Spanish-speaking pupils and in the English edition to English-speaking pupils. The purpose is to provide means now lacking or imperfectly developed for comparing the abilities and educational achievements of pupils of different languages and cultures .....
> To achieve the greatest usefulness for the tests and to make the publication of the tests self-supporting after their publication, the tests and accessory materials will be so constructed that they will give useful results when used in one language alone without any thought of comparing English and Spanish.

Three major objectives of the research were listed in the report (2:1,2):

(1) "the improvement of international cooperation and communication in educational research and in the educative process";

(2) provision of "comparable measures of ability and achievement in the bilingual situation – for example, when a school is educating children of different home languages or when the ability of the same person in two languages needs to be estimated";

(3) an increase of "the supply of useful measuring instruments in each of the languages. The need for additional measuring instruments in English in the United States is less than the need for additional measuring instruments in Spanish in the Latin American countries, where psychological and educational testing is less advanced. But the use of the tests for communication across linguistic barriers and for comparison of ability in different languages will be greatly limited unless the Spanish tests are generally useful and widely used with Spanish-speaking children and the English tests with English-speaking children."

The major outcome of Project No. 681 was a new series of Inter-American tests, in part a revision and extension of the 1950 series, with limited evaluative and interpretative data — a series made available for general use through Guidance Testing Associates (3). The following outline lists the tests produced in this project: (GA, General Ability; HG, Habilidad General; R, Reading; L, Lectura; CE and DE, English forms; CEs and DEs, Spanish forms).

General Ability

Level 1, end of kindergarten and beginning of grade 1:
- (a) Pretest and Pre-Prueba
- (b) GA-1-CE, GA-1-DE; HG-1-CEs, HG-1-DEs
- (c) GA-1-CE-A, GA-1-DE-A; HG-1-CEs-A, HG-1-DEs-A
  (Abbreviated form of Level 1 Tests. Directions were prepared for the Spanish edition, but only the English booklets were printed.)

Level 2, grades 2 and 3: GA-2-CE, GA-2-DE; HG-2-CEs, HG-2-DEs
Level 3, grades 4, 5, and 6: GA-3-CE, GA-3-DE; HG-3-CEs, HG-3-DEs
Level 4, grades 7, 8, and 9: GA-4-CE, GA-4-DE; HG-4-CEs, HG-4-DEs
Level 5, grades 10, 11, 12, and beginning college: GA-5-CE, GA-5-DE; HG-5-CEs, HG-5-DEs

Reading

Level 2, grades 2 and 3: R-2-CE, R-2-DE; L-2-CEs, L-2-DEs
Level 3, grades 4, 5, and 6: R-3-CE, R-3-DE; L-3-CEs, L-3-DEs
Level 4, grades 7, 8, and 9: R-4-CE, R-4-DE; L-4-CEs, L-4-DEs
Level 5: grades 10, 11, 12, and beginning college: R-5-CE, R-5-DE; L-5-CEs, L-5-DEs

The current project (Office of Education No. 2621) was initiated in 1964 to extend and improve the Inter-American Series and to provide additional interpretative materials. Among the specific objectives were these:

(1) Minor revision of some of the materials.

(2) Reexamination of the verbal portions of the tests for parallelism of English and Spanish content and for standard language structure, especially of the Spanish edition.

(3) Extension of the Tests of Reading downward to include a Level 1 test in English and Spanish.

(4) Improvement of the equation of scores of Forms C and D of the same test.

(5) Improvement of the equation of scores at successive levels 2 to 5, and improvement of the lineal scale for the conversion of raw scores to common values.

(6) Further development of norms and other interpretative materials.

(7) Construction of a "technical manual" for the tests.

METHOD

In general outline the procedures in the study were as follows:

(1) English-speaking and Spanish-speaking personnel cooperated to produce test items judged to be suitable in both English and Spanish.

(2) The items constructed in this way were tried out, and from this pool of items a selection of items was made for the final test.

(3) To determine equivalent scores of different forms of the same test at one level, of the same form at different levels, and of different tests, the tests to be compared were administered to the same pupils or to alternate pupils in the same group The equipercentile method was

then used to determine equivalence. The term "equivalent" is used in this study in the limited sense of being equally difficult to attain. Thus a score of 20 on one test is said to be equivalent to a score of 30 on another test if they both lie at the same percentile of the same group or of comparable groups.

(4) For norms at levels 3, 4, and 5 the Inter-American Tests were administered with tests for which "national" norms were available — the Tests of General Ability with the School And College Ability Tests (SCAT) and the Tests of Reading with the Reading Tests of the Sequential Tests of Educational Development (STEP), both published by the Educational Testing Service. Percentile norms were estimated from equivalent scores (4, 5, 6).

(5) In the major part of the study the tests were administered by local examiners in school systems widely distributed geographically. No effort was made to secure random or systematic samples representative of the national population. Local school systems from different geographical areas were invited to participate in the project, and the tests to be administered were sent with the testing designs to the schools which agreed to participate. Local supervisors or examiners were offered a modest honorarium for their services. Scoring was done at the University and reports of the results were sent to participating school systems. As will appear later, a different procedure was employed in some of the experimentation.

(6) The test scoring was done in part by the University Testing and Counseling Center, and most of the primary statistics (percentiles and correlations) were computed by use of the equipment of the University Computing Center.

(7) The Spanish of the tests developed in Project No. 681 was reviewed by educators in Mexico, and new materials in the series were prepared with the assistance of competent Spanish-speaking advisers.

RESULTS

The Inter-American Series

Two new tests were constructed in Spanish and English: (1) Reading, Level 1, in two forms; (2) General Ability, Preschool Level, an extension downward of Forms DE and DEs of Level 1. The revised Inter-American Series now includes the following tests:

General Ability, Preschool Level, GA-P-DE, HG-P-DEs
: An extension downward of GA-1-DE and DEs. Individually administered in two periods with stimulus cards of drawings. Requires no oral response. Verbal-Numerical 40 items; Non-verbal 40 items.

General Ability, Level 1. GA-1-CE, GA-1-DE; HG-1-CEs, HG-1-DEs.

Parts and Subtests	Number of Items		Time Exclusive of Directions
1. Oral Vocabulary	25		(Each item dictated)
2. Number	15		(Each item dictated)
Verbal-Numerical (1+2)		40	
3. Association	20		8 minutes
4. Classification	20		8 minutes
Nonverbal (3+4)		40	16 minutes
Total Score		80	

In both Part I, Oral Vocabulary, and Part 2, Number, the task of the pupil is indicated orally. In Oral Vocabulary, the directions of the examiner may simply name an object, may describe a situation in a few words like "the boy who is running," or may ask the child to "find the picture which makes you think of....." The items in Number include numerical concepts and "problems" of computation. In the latter the answer is usually indicated by marking a frame which has the number of pictured objects which the question calls for. In two questions the answer is a number inclosed in a circle. These two are the only items of the entire test requiring a knowledge of written language and are designed to increase the "readiness" score of children who already know the written symbols for numbers.

The task in Association is to find the picture that goes with or belongs to the stimulus picture in the frame. In Classification, on the other hand, the child finds the picture that is different, that does not go with the others.

General Ability, Level 1. Pretest (English) and Preprueba (Spanish).
A short 4-page practice test designed to prepare the child for the test proper. Each item is represented by a row of drawings. The task of the child is to mark across the drawing suggested by directions given orally by the examiner.

General Ability, Level 1. GA-1-CE-A, GA-1-DE-A; HG-1-CEs-A, HG-1-DEs-A.
An abbreviated edition of the Level 1 Tests. Subtests are in the same areas but are shorter with a total of 64 items.

General Ability, Level 2. GA-2-CE, GA-2-DE; HG-2-CEs, HG-2-DEs.

Parts and Subtests		Number of Items		Time Exclusive of Directions
1. Oral Vocabulary		30		(Each item dictated)
2. Number	Oral	10		(Each item dictated)
	Written	20		5 minutes
Verbal-Numerical (1+2)			60	
3. Classification		24		6 minutes
4. Analogies		16		5 minutes
Nonverbal (3+4)			40	11 minutes
Total Score			100	

At level 2 the examiner calls attention to an item by number, and the child indicates his response by placing a cross on a letter below the drawing which he chooses. The content of the level 2 tests is generally similar to that of level 1, but Number includes both oral and written items, and (picture) Analogies is substituted for Association.

General Ability, Level 3. GA-3-CE, GA-3-DE; HG-3-CEs, HG-3-DEs.
Level 4. GA-4-CE, GA-4-DE; HG-4-CEs, HG-4-DEs.
Level 5. GA-5-CE, GA-5-DE; HG-5-CEs, HG-5-DEs.

The Tests of General Ability at levels 3, 4, and 5 follow the same general pattern with materials for six parts, which combine to yield three subscores.

Parts and Subtests	Number of Items	Time Exclusive of Directions
1. Sentence Completion	25	10 minutes
2. (Figure) Analogies	24	8 minutes
3. Computation	26	8 minutes
4. Word Relations	25	8 minutes
5. (Figure) Classification	26	8 minutes
6 Number Series	24	10 minutes
Verbal (1+4)	50	18 minutes
Nonverbal (2+5)	50	16 minutes
Numerical (3+6)	50	18 minutes
Total Score	150	52 minutes

A separate answer sheet is provided for recording responses to the tests. The same answer sheet (one in English and one in Spanish) is used for the three levels and for both Form C and Form D. The order of the responses in each test is such that one scoring key is used for all Form C tests and another for all Form D tests. The positions of the correct answers are entirely different in the two forms.

Reading, Level 1. R-1-CE, R-1-DE; L-1-CEs, L-1-DEs.

Parts	Number of Items	Time Exclusive of Directions
1. Vocabulary	40	8 minutes
2. Comprehension	40	10 minutes
Total Score	80	18 minutes

In this test the child chooses a picture suggested by a word, phrase, or paragraph.

Reading, Level 2. R-2-CE, R-2-DE; L-2-CEs, L-2-DEs.

Parts	Number of Items	Time Exclusive of Directions
1. Level of Comprehension	40	10 minutes
2. Speed of Comprehension	30	5 minutes
3. Vocabulary	40	8 minutes
Total Score	110	23 minutes

In this test drawings are used in Parts 1 and 2 as answers, and in Part III as the stimuli for the words to be chosen.

Reading, Level 3. R-3-CE, R-3-DE; L-3-CEs, L-3-DEs.
Level 4. R-4-CE, R-4-DE; L-4-CEs, L-4-DEs.
Level 5. R-5-CE, R-5-DE; L-5-CEs, L-5-DEs.

Parts	Number of Items	Time Exclusive of Directions
1. Vocabulary	45	10 minutes
2. Speed of Comprehension	30	6 minutes
3. Level of Comprehension	50	25 minutes
Total Score	125	41 minutes

The Tests of Reading at levels 3, 4, and 5 have the same general form. The same answer sheets serve for the three levels, one with English headings, the other with Spanish, and the tests are so keyed that one scoring key serves for the C forms and another for the D forms.

In the Vocabulary test the stem is a definition, a descriptive phrase, or a word suggesting the response. In Speed of Comprehension the task is to find a word omitted from the sentence in the stem. The items are arranged in cycles of similar difficulty, and the test is highly speeded. The Level of Comprehension is tested by questions based on paragraphs of generally increasing difficulty. All paragraphs were created for the earlier Inter-American Tests or for the new series.

Revision of Spanish

The language of the Spanish edition of the tests produced in Project No. 681 was carefully examined in relation to the English. With the assistance of native speakers the Spanish was revised, where it seemed advisable, to express as nearly as possible in standard Spanish the same content as in English and in language of similar difficulty. Consultants on the Spanish language in various parts of the current project have included Lilian Scheffler and Ofelia Jarquín de F. de la Reguera of the Instituto Nacional de Pedagogía of México; Matías López Chaparro and Gutiérrez Figueros of the Escuela Normal Superior of México; Arturo Souto A. of the University of the Américas, México City; and Francisca DeCarlo of the McCallum High School, Austin, Texas. The revisions have been included in the tests printed by the publisher, Guidance Testing Associates.

The New Tests

The Level 1 Test of General Ability, constructed in Project No. 681 is designed for administration at the end of the kindergarten or at the beginning of grade 1 to small groups of children. Although the test has been administered to many children at these levels with apparent success, it requires an adjustment to a group situation which is difficult for the less mature and for many children who have had little experience with activities not individually controlled. To overcome this difficulty a Pretest was constructed as a device for teaching the test procedure. The Pretest appears to help some children, but the brief experience which it provides seems inadequate for others. The difficulties of group testing are well stated by Bringelman and Manning, who administered the Spanish edition of the test to kindergarten children individually and in groups (7):

> It appears that test results obtained by group procedures early in the kindergarten year should be accepted with caution, if not with doubt. The statistically significant differences favoring individual administration indicates

a need for improving the existing measurement instrumentation. Without question, attention and persistence abilities and the ability to follow directions significantly affect group scores in kindergarten test procedures for atypical populations.

To meet the need for a test of general ability adapted to children who find the group situation too difficult, Forms DE and DEs of the Level 1 test were extended downward and adapted to individual administration. Although the test was completed so late in the program that only limited evaluative data can be reported, results from its use have been very encouraging. The preliminary edition of the test was administered in a "Head Start" Program to obtain data for item selection. The Preschool Test scores (on the items selected for the final test), Goodenough-Harris Draw-A-Man Test scores, and teachers' ratings of "readiness for the work of grade 1" were available for 20 children. The correlation of the two tests was .58 and the correlation of the Preschool Test with the teachers' ratings was .68.

The completed Preschool test (English edition) has been administered successfully to disadvantaged four-year-old and five-year-old children in day care centers and to kindergarten children of a wide range of abilities (Table 85-A). Teachers' ratings were available for 43 kindergarten children. The ratings were made before the test administration and probably represent various factors of adjustment and achievement. The correlation of the Preschool Test with the teachers' ratings was .64.

The Preschool Test materials are arranged in two sections for administration on different days. Each section has the same subtests with different items. The correlation of these two halves in each of the two groups was .73, a correlation sufficiently low to suggest the desirability of using the test as a whole rather than one part alone. With the application of the Spearman-Brown formula the reliability coefficient for the entire test becomes .84 (Table A-9).

The Level 1 Tests of Reading were first constructed with 60 items, but a clustering of scores near the top suggested the need of additional items. To meet this need the number of items was increased to 40 in each part, making a total of 80. The mean scores on the lengthened Spanish edition administered to first-grade children outside the States were approximately 19, 14, and 33 (Form CEs, n = 225; Form DEs, n = 236). The mean scores on the English edition, Form CE, administered to 1049 first-grade children in different states were approximately 27, 23, and 49 with standard deviations of 9, 9, and 18. Form DE, administered to a smaller group (191) yielded similar means of 28, 24, and 52 with standard deviations of 7, 8, and 15.

San Antonio Study

A special study of the Tests of General Ability, Level 1, and the Tests of Reading, Level 1, was made in the San Antonio Public Schools with the cooperation of Thomas D. Horn, Professor of Curriculum, University of Texas, and Raymond W. Arnold, Assistant Superintendent for the Elementary Schools of San Antonio. The Tests of General Ability and the Goodenough Draw-A-Man Test were administered in September, and the Tests of Reading in the following spring, to selected class groups from 12 schools. The testing program was carefully planned to provide "control" data for Dr. Horn's Cooperative

Research Project on "Reading Readiness in Grade One"(8). The correlation of the Test of General Ability, Form CE, with the Goodenough-Harris raw score was .50 (n = 226 from 11 schools).

Colorado Study

Roy McCanne used both the Test of General Ability (Spanish HG-1-CEs) and the Test of Reading (R-1-CE Short Form) in his Office of Education Cooperative Research Project No. 2734 (9). The Test of General Ability was administered by tape recording. A letter from the investigator (final report not yet published) lists a correlation of .55 between General Ability and Reading. The correlations between the Test of Reading and the Stanford Achievement Test were "quite high," but the staff felt that on the whole the Inter-American Test of Reading was the most valid achievement test of those that were used.

Puerto Rico Study of Inter-American and College Board Tests

The Puerto Rico Office of the College Entrance Examination Board (represented by Adolfo Fortier, Executive Director of Latin American Programs, and Jorge Dieppa, Director of the Puerto Rico Office) and the Puerto Rico Department of Education (represented by Charles O. Hamill, Director of the Division of Evaluation, Miguelina N. de Hernández, former Director of the Office of Evaluation, and Julia A. González, former General Supervisor), cooperated in a study of the relation of the Inter-American Tests to a Department of Education Test of General Ability and to College Board Tests prepared for use with Spanish-speaking students. The tests included the Inter-American Tests of General Ability, Level 5, Spanish edition, the Test of Reading, Level 5, Spanish edition, and the Test of Reading, Level 4, English edition; (2) the Puerto Rico Prueba de Habilidad, Nivel 4; (3) the College Entrance Examination Board Prueba de Aptitud Académica, Verbal y Matemática, and Prueba de Inglés (English as a second language). More than 1,000 high school seniors were carefully selected from public and private schools to represent the entire population of seniors. The average high school grade and a rating of socio-economic status were recorded for each student. Intercorrelations and "equivalent" Inter-American and College Board scores are presented in Tables A-1 to A-6 of the Appendix.

The correlations of the Inter-American Tests with other measures of achievement were remarkably high. The following are examples:

Inter-American Verbal with College Board Verbal	.83
Inter-American Numerical with College Board Mathematical	.75
Inter-American General Ability Total with High School Average	.64
Inter-American Reading (Spanish) Total with High School Average	.65
Inter-American Reading (English) Total with High School Average	.59
Inter-American Test of Reading (English) with College Board English	.85
Inter-American Test of General Ability (Total) with Puerto Rico Test	.84

Intercorrelation of Subscores

Intercorrelations of subscores of Inter-American Tests of General Ability are presented in Table A-7 and of Tests of Reading in Table A-8. The coefficients vary over a wide range with median coefficients as follows:

General Ability — Level 1, .66; Level 2, .48; Level 3, .64; Level 4, .59; Level 5, .57

Reading — Level 1, .84; Level 2, .61; Level 3, .80; Level 4, .76; Level 5, .70

The coefficients are higher for the Reading subtests than for the General Ability subtests. In each group the coefficients are lowest at Level 2 and highest at Levels 1 and 3.

Reliability

Reliability coefficients are listed in Tables A-9 to A-12. Most of the correlations were based upon Forms CE and DE administered to the same persons after a brief interval, but in some cases the split-half method (with application of the Spearman-Brown formula) was used. The CE-DE coefficients for General Ability Total Scores with one exception vary from .81 to .84 at Levels 1 and 2. At Levels 3, 4, and 5 the split-half correlations are much higher, .92 to .95. The CE-DE coefficients for Reading are in general higher than the corresponding coefficients for General Ability, .83 to .95.

Correlation of Abbreviated and Regular Editions of General Ability

The abbreviated edition of the Test of General Ability, Level 1, is correlated with the regular edition (Table A-14) only a little less closely than it is correlated with itself. The four available coefficients for the abbreviated form range from .67 to .82.

Correlation of Tests at Adjacent Levels

The correlation of the scores on the Tests of General Ability at the adjacent levels 2-3 and 3-4 are listed in Table A-13. Similar coefficients for the Tests of Reading at adjacent levels 2-3, 3-4, and 4-5 are listed in Table A-15. The coefficients for General Ability totals vary from .75 to .89; and for Reading totals, from .77 to .93. The lowest coefficients for the Tests of Reading are found between Levels 2 and 3, probably a result in part of basing these correlations on an administration of the tests in grade 4, where the pupils are likely to find the Level 2 tests rather easy.

Changes of Scores on Retest

Reliability coefficients which are based on the administration of two forms of a test at different times reflect the changes which occur in scores, but they represent only a summation and do not reveal the changes in the scores of individuals. To illustrate the magnitude of the changes which occur in individual scores, Table A-16 has been prepared. This table lists for tests of the first two levels the differences between first and second

scores. To find the difference the percentile of a score in the first administration of the test was subtracted from the corresponding percentile in the second. Thus a plus difference indicates a gain and a minus difference a loss. In the Tests of General Ability, from 16 to 19 per cent of the pupils had differences of 25 or more between the percentiles of the first and second tests. In the Tests of Reading the changes of 25 or more were fewer, from 1 to 18 per cent of the cases. But in both General Ability and Reading a few changes were as high as 50 from the first to the second test. The median gains and losses were almost equal.

Correlation of Tests of General Ability and Reading, Level 1

Table A-17 presents coefficients showing the relation of the Inter-American Tests of General Ability and the Metropolitan Readiness Test to the Inter-American Tests of Reading in grade 1. The ability tests were administered in the fall and may be regarded as instruments for predicting the spring achievement in reading. The coefficients of correlation of total General Ability scores with total Reading scores vary from .53 to .60. The corresponding coefficients for Metropolitan Total Readiness range from .43 to .67. The correlation of the total General Ability score with the Metropolitan Total Readiness score (Table A-18) varies from .65 to .83.

Correlation of Tests of General Ability with Other Tests of Ability

Additional evidence of the moderately high correlation of the Test of General Ability, Level 1, with the Metropolitan Readiness Test is found in the correlation coefficients recorded in Table A-19. The two coefficients of relationship between Total Score and Total Readiness are .80 and .85. The table shows a lower correlation (.50) between the General Ability Total and the Goodenough-Harris Draw-a-Man raw score. The correlation with the standard score is .41.

The Test of General Ability, Level 2, and the Otis Quick Scoring Mental Ability Test, Alpha, were administered in varying order to several groups (Table A-20). The median coefficients of correlation range from .52 to .62 between the part scores and are .68 and .70 between the total scores.

The correlation of the Inter-American Tests of General Ability, Levels 3 to 5, with the School and College Ability Tests is shown in Table A-21. The coefficients for Total Score with Total Score vary from .73 to .88 with a median of .82. The Nonverbal subscore of the Inter-American Test has no corresponding section in SCAT. The coefficients expressing the correlation of the Inter-American Nonverbal subscore with the Total SCAT score range from .33 to .75 with a median of .55. Other Inter-American subscores have higher correlations with their corresponding SCAT subscores: Verbal—Verbal range from .73 to .91 with a median of .83; Numerical—Quantitative range from .68 to .84 with a median of .74. In several groups the Verbal and Numerical scores were combined to yield a score more nearly comparable to the SCAT Total. The median coefficient of correlation between this combined score and the SCAT Total was slightly higher than the median coefficient between Total and Total (.84 and .82, respectively).

Table A-22 shows a moderately high correlation of the Tests of General Ability, Levels 4 and 5, Form CE, with the Verbal Reasoning, Numerical Ability, and Abstract Reasoning Tests of the Differential Aptitude Series — two coefficients in each comparison: Verbal with Verbal .79 and .73; Nonverbal with Abstract Reasoning .61 and .64; Numerical with Numerical .82 and .76.

Correlation of Inter-American Tests of Reading with Other Tests

The Inter-American Tests of Reading, Level 2, and the Stanford Achievement Test, Primary II, Word Meaning and Paragraph Meaning, were administered in grades 2 and 3. The coefficients of correlation of the corresponding sections were relatively high — Vocabulary with Word Meaning, from .66 to .88 with a median of .78; Level of Comprehension with Paragraph Meaning, from .52 to .79 with a median of .74 (Table A-23).

The correlation of the Inter-American Tests of Reading, Levels 3 to 5, with the Reading Tests of the Sequential Tests of Educational Progress (STEP) is shown for the several levels in Table A-24. Since STEP is primarily a test of comprehension with no subscores, the STEP score corresponds more closely to the Inter-American Level of Comprehension score than to either the total or another part score. The coefficients of correlation of Level with STEP vary from .61 to .88 with a median of .78.

Correlation of Inter-American Tests with Teachers' Marks and Other Measures of Achievement

Correlations of the Inter-American Tests of General Ability with teachers' marks and other measures of achievement are presented in Tables A-25 to A-44. In some tables correlations between other measures of ability and achievement are presented for comparison.

Correlations of the Inter-American Test of General Ability, Level 2, and the Otis Quick Scoring Test, Alpha, with teachers' marks are reported in Tables A-25 and A-26. The coefficients for the Inter-American totals vary from .24 to .49, with a median of .48, and the two correlations between the Otis Alpha totals and teachers' marks in the same groups are .41 and .57. In Tables A-27 and A-28 coefficients of .58 and .72 are reported for the Inter-American totals in grade 4. In general the Verbal-Numerical scores are more closely related to teachers' marks than are the Nonverbal.

At Levels 3 to 5 the correlation between Inter-American General Ability Total Scores and Teachers' Marks vary from .30 to .85, with a median of .60. The Verbal correlations range from .38 to .81 with a median of .57; the Nonverbal from -.13 to .66 with a median of .38; and the Numerical from .24 to .85 with a median of .59.

Norms

Tentative norms for the Tests of General Ability, Level 1 and Levels 3 to 5, are presented in Tables A-45 to A-58. Distributions of scores on the Preschool Test are given in Table A-85. Tentative norms for the Tests of Reading are presented in Tables A-59 to A-70. In the preparation of the

norms "smoothing" and extrapolation have been freely used.

At levels 3, 4, and 5 the norms are based on a comparison of Inter-American scores with scores on tests published by the Educational Testing Service — General Ability with SCAT and Reading with STEP. Scores of tests were equated by the equipercentile method, and then the published percentile values of the SCAT and STEP scores were assigned to the corresponding Inter-American scores (4, 5, 6). With limited population samples a great deal of approximation has been necessary.

Table A-45 lists percentile equivalents of scores on the Inter-American Tests of General Ability, Level 1, for ages 6 and 7. The percentiles were estimated by comparison with the Goodenough-Harris Draw-a-Man Test. First, Goodenough-Harris raw-score equivalents were found for the General Ability total scores. Then, by reference to Tables 32 and 33 of the G-H Manual (10) the raw scores were converted to standard scores. Finally, the standard scores were converted to their percentile equivalents in a normal distribution.

The percentile norms for the abbreviated edition of the Level 1 Tests of General Ability presented in Table A-46 are based on a limited administration of the tests to children of grade 1 in three cities.

Tables A-47 to A-49 list percentile equivalents of scores on the Tests of General Ability, Level 3, for grades 4, 5, and 6; Tables A-50 to A-55, Level 4, for grades 7, 8, and 9; and Tables A-56-58, Level 5, for grades 10, 11, and 12. The tests of Level 4 have two estimates for each grade, one based on a comparison with SCAT 4A and the other on a comparison with SCAT 3A.

Table A-59 lists percentiles for the Tests of Reading, Level 1, based on the administration of 1049 Form CE tests in 13 cities. The table contains approximate Form DE equivalents of the Form CE scores. Norms for the Spanish edition are based on a Puerto Rico sample of 225 children for Form CEs and 236 children for Form DEs (Table A-60).

Estimated grade equivalents of scores on the Tests of Reading, Level 2, were found by comparison with scores on the Stanford Achievement Tests, Primary Battery II (Table A-61). Inter-American Vocabulary was equated with Word Meaning, and Level of Comprehension with Paragraph Meaning.

Tables A-62 to A-64 present percentile norms for the Tests of Reading, Level 3, for grades 4, 5, and 6; Tables A-65 to A-67, Level 4, for grades 7, 8, and 9; and Tables A-68 to A-70, Level 5, for grades 10, 11 and 12.

Equivalent Scores

Equivalent scores (in the sense of equally difficult to attain by the population to which the tests were administered) are listed in Table A-71 for the full and abbreviated Tests of General Ability, Level 1.

Since the difficulty of tests at one level overlaps the difficulty of tests at an adjacent level, equivalent scores have been found for the different

levels. These are listed for General Ability, Levels 2 and 3 in Table A-72, Levels 3 and 4 in Table A-73, and Levels 4 and 5 in Table A-74; for Reading, Levels 2 and 3 in Table A-75, Levels 3 and 4 in Table A-76, and Levels 4 and 5 in Table A-77. A summary of equivalent total scores is presented in Table A-78.

The administration of the Inter-American Tests of General Ability, Level 2, with the Otis Quick Scoring Test Alpha made possible the equated scores listed in Table A-79. Equivalent scores are shown for the part scores — Verbal-Numerical with Verbal, Nonverbal with Nonverbal, and Total with Total.

Tables A-80 to A-84 give Form DE equivalents of Form CE scores for the Tests of General Ability, Levels 2 to 4, and the Tests of Reading, Level 2. In general, there is little difference in the scores of the two forms.

DISCUSSION

This project should be viewed as part of a continuing program of constructing parallel tests in English and Spanish and preparing interpretative materials for their effective use. The program began in the 1940's with the creation of tests in the Puerto Rico study of the teaching of English and will continue after the current project is completed. This project has contributed two new tests in the series and has added substantially to the interpretative materials.

Difficulties and Limitations

Though limited in its objectives, the task undertaken has been a huge one, and in some respects is incomplete as the time allotted to the project expires. The Inter-American Series includes English and Spanish tests in two forms for Tests of General Ability and Tests of Reading at five levels, an abbreviated edition of the Level 1 Tests of General Ability, a Pretest and Pre-Prueba for the Level 1 Tests of General Ability, and a Preschool Test of General Ability in one form (with directions in English and Spanish) — a total of 46 test booklets, a set of stimulus cards (for the Preschool Test), and accessory materials. The scores of tests at adjacent levels 2 to 5 have been tentatively equated, but the continuing scale for converting the scores to a common base is yet to be completed. Additional work must be done also on the norms and on the equation of the scores of the two test forms. Although materials are now available, the technical manual is yet to be prepared.

The project was plagued by a disastrous fire which destroyed some of the materials and delayed the work in progress. But the project itself has built-in difficulties. For the most part, the test administration is done voluntarily in widely scattered school systems on invitation by the director of the project. Although the project has had generous support, a large number of invitations for assistance are understandably declined or not even answered. While awaiting replies time goes on, and often the number of favorable replies is less than optimum. Moreover, the periods during the year when tests can or will be given are limited in number and duration, and, in many cases, unless the project is continued into the year following

the first requests, the staff finds itself with limited data. Projects which depend heavily on the voluntary cooperation of many different school systems need flexible time limits for completing the work and an easy extension of deadlines for filing a final report.

With a modest budget the test-maker encounters serious problems in developing norms for an extensive series such as the Inter-American Tests. Financial limitations rule out the possibility of a nation-wide independent sampling with close supervision. The alternative followed in constructing the Inter-American Tests is (1) to present scores of limited reference groups and (2) to approximate norms by comparison of Inter-American tests with standard tests for which national norms have been published. The limitations of such norms must be clearly recognized. But national norms which are independently prepared have their limitations; no method can produce more than an approximation of true nation-wide abilities and achievements. Besides, the most significant comparisons of scores are often those which can be made with norms prepared in the local school system.

Contributions of the Research

This study and experience with the tests outside of the study provide ample evidence that the Inter-American Tests are of high quality and can be extremely useful. Their coefficients of reliability compare favorably with those of other tests, and they have a moderately high correlation with tests measuring similar abilities and achievements. They cover a wide range so that measurements can be made with the same series from the preschool level through the high school. They provide a basis for a unique comparison of the results of tests administered in different languages. The current project has added new interpretative materials for more effective use of the tests, and the publishers may now prepare the "technical manual" expected when tests are offered for general use.

Outstanding, because of the cooperative nature of the program as well as the significance of the results, are the data produced in the comparison of tests of the Inter-American Series with tests of the College Entrance Examination Board prepared for use with Spanish-speaking students, and with the Puerto Rico Test of General Ability. The high correlation of the tests and the equated scores suggest the possibility of significant use of the Inter-American Tests in Spanish-speaking areas for guidance with respect to college enrollment.

At the other extreme the Preschool Test of General Ability offers a new instrument for use in adapting the educative process to four-year-old and five-year-old children. Education at this level is being greatly expanded, and the supply of appropriate measuring instruments is limited.

CONCLUSIONS

The new series of Inter-American Tests of General Ability and Tests of Reading is now a reality, and the tests are available from the publishers (Guidance Testing Associates, Austin, Texas 78752). The tests cover the range from the preschool level through the high school and are issued in parallel English and Spanish editions. This research is only a part of a

continuing process beginning with the creation of tests for a study of the teaching of English in Puerto Rico in the 1940's, continuing with the publication of a revised edition of the tests by the Educational Testing Service in 1950, carried forward by the Cooperative Research Project No. 681 completed in 1963, continued again by the current project, and hopefully to be continued in the future through appropriate research.

The current project has added two tests to the series, has revised the Spanish of many of the tests, and has contributed a wealth of interpretative materials. But it ends with the need for additional data, especially more results of tests of suitable reference groups, for the English edition from the Preschool Level through Level 4 and for the Spanish edition at all levels. The publishers are committed to a program of continuing research, but they are a small non-profit organization with only limited resources, and new outside support is urgently needed.

To extend the use of the tests a Portuguese edition should be prepared. This could probably be done with satisfactory results by a translation of the existing tests.

It is time also to extend the series into other areas — particularly by the development of an interest inventory and the creation of achievement tests in content areas. Mathematics, Natural Science, Social Studies, and World Literature are areas ready for the development of such measuring instruments. In each of these there is an enticing opportunity to stimulate progress in curriculum areas by building tests at least a little in advance of present practice.

SUMMARY

Cooperative Research Project No. 2621, the Development of Inter-American Test Materials, is a supplement to Project No. 681 completed in 1963. Both have been devoted to the development of a series of Tests of General Ability and Tests of Reading with parallel content in English and Spanish editions. The current project has added a Preschool Test to the Tests of General Ability and a Level 1 Test to the Tests of Reading. It has revised the Spanish in some of the materials which were developed in the first project, and it has contributed a wealth of additional interpretative materials. The publishers (Guidance Testing Associates) can now proceed with the preparation of the customary "technical Manual."

The Inter-American Tests had their origin in a study of the teaching of English in Puerto Rico in the 1940's, a study under the auspices of the Committee on Modern Languages of the American Council on Education. The study committee sought tests in which the scores of the English and Spanish editions would have a unique comparability because of common content, similar language difficulty, and absence of cultural bias. A belief that the tests created for Puerto Rico would be useful in various parts of this hemisphere led to their publication in a revised edition in 1950 by the Educational Testing Service. The present series may be regarded as a revision and extension of the 1950 tests in the field of general ability (to do school work)

and achievement in reading, both in English and Spanish. The tests were developed simultaneously in English and Spanish by cooperation of English-speaking and Spanish-speaking personnel.

The Inter-American Series now includes a Preschool Test of General Ability for four-year-old and five-year-old children, a test administered individually with oral directions in English or Spanish and requiring no oral response; group Tests of General Ability and group Tests of Reading at five levels extending from grade 1 through the high school, each in two forms in both languages.

An approximation of "national norms" has been developed for the tests of Levels 3, 4, and 5 by comparison of Inter-American scores with the scores of standard tests for which tables of national norms have been published — Tests of General Ability with the School and College Ability Tests (SCAT) and Tests of Reading with the Reading Test of the Sequential Tests of Educational Progress (STEP).

In a cooperative study with the Puerto Rico Office of the College Entrance Examination Board and the Puerto Rico Department of Education, the Inter-American Tests of General Ability (Spanish Edition, Level 5), Reading (Spanish Edition, Level 5), and Reading (English Edition, Level 4) were administered with the College Board Spanish Edition of the Scholastic Aptitude Test and the Test of English as a Foreign Language, and with the Puerto Rico Department of Education Test of General Ability (Spanish). Tables of comparable scores provide new data for use in the guidance of Spanish-speaking students with reference to college enrollment.

The preparation of parallel tests and interpretative materials in English and Spanish should be viewed as a continuing process, still far from complete. The present project has made a substantial contribution, but more is needed. The norms of the tests already constructed should be strengthened by additional testing of reference groups, and tests in new areas should be developed.

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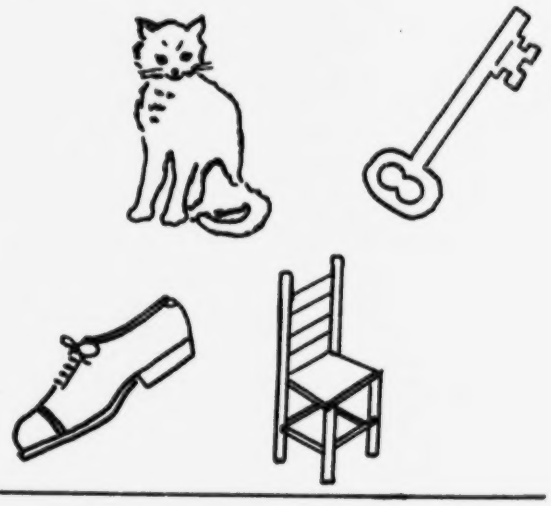
Oral Vocabulary

In these four pictures, find the cat. Put your finger on the cat.

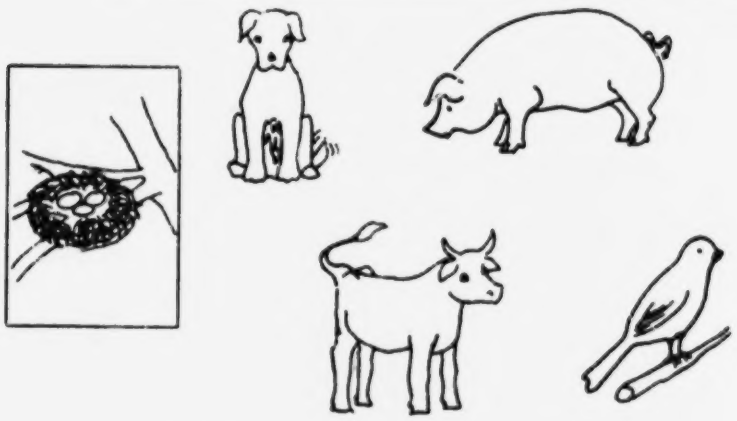
En estos cuatro dibujos, busca el gato. Pon el dedo en el gato.



Association

(Point.) Put your finger on the picture that goes with this picture.

(Señale.) Pon el dedo en el dibujo que va con este dibujo.



Classification

Put your finger on the picture that does not go with the other three.

Pon el dedo en el dibujo que no va con los otros tres.

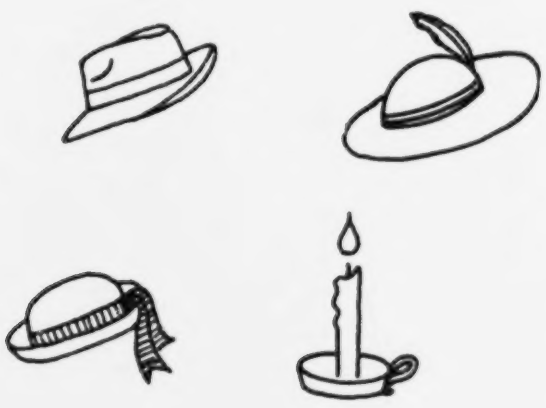
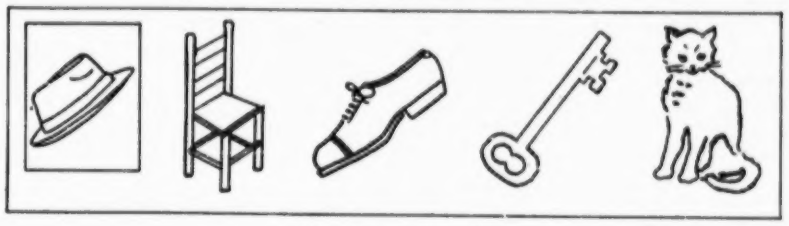


Figure 1A. Illustrations of Materials: Tests of General Ability, Preschool Level

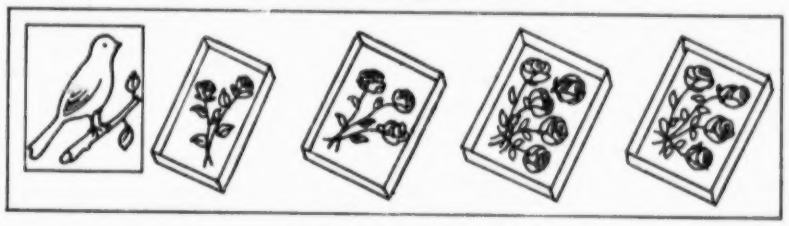
Oral Vocabulary, Level 1

Put your finger on the hat. (Pause.) In the same row find the cat. Mark the cat.
Pongan el dedo en el sombrero. (Pausa.) En la misma fila busquen el gato. Marquen el gato.



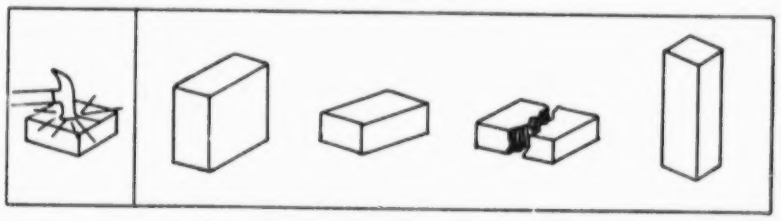
Number, Level 1

Now put your finger on the bird. (Pause.) In the same row find the box which has only two flowers.
Ahora pongan el dedo en el pájaro. (Pausa.) En la misma fila busquen la caja que tiene solamente dos flores.



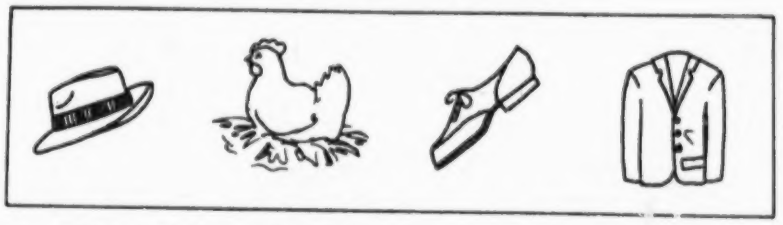
Association, Level 1

Mark the picture that goes best with the first picture.
Marquen el dibujo que va mejor con el primer dibujo.



Classification, Level 1

Mark only the one picture that is different, the one that does not go with the others.
Marquen sólo el dibujo que es diferente, el que no va con los otros.



Number, Level 2, Written Exercises

Write the answer.
Escriban la contestación.

$\begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$ $3 + 2 - 1 = ___$ $6 \div 2 = ___$

Analogies, Level 2

Find the picture that makes the second pair of pictures like the first pair.
Busquen el dibujo que hace que el segundo par de dibujos se parezca el primer par.

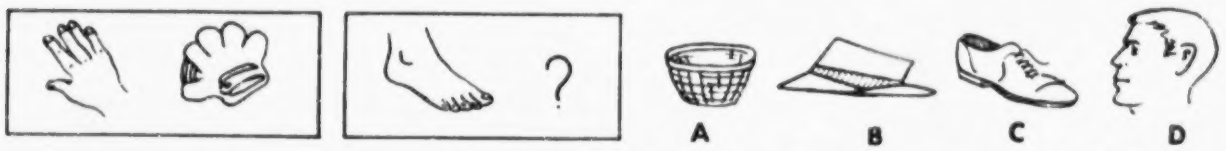


Figure 2A. Illustrations of Materials: Tests of General Ability, Levels 1 and 2

PART I, SENTENCE COMPLETION

Find the word which has been left out.

The chain was so strong that it could not be –?–.

A sold **B** seen **C** heard **D** broken
E found

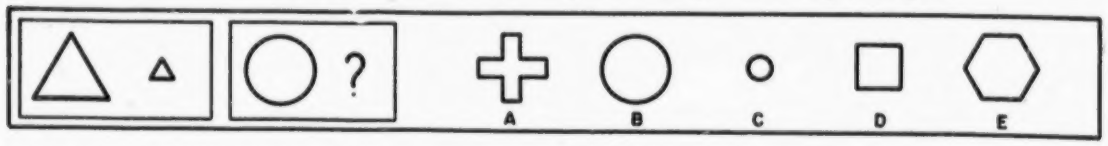
Busque la palabra que se ha omitido.

La cadena era tan fuerte que no se podía –?–.
A vender **B** ver **C** oír **D** romper
E encontrar

PART II, ANALOGIES

In each row find the drawing which will make the second pair of drawings like the first pair.

En cada fila busque el dibujo que hará el segundo par de dibujos como el primer par.



PART III, COMPUTATION

In each problem find the right answer.

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

A 8
B 10
C 9
D 11
E None of these

$20 \div 5 = ?$

A 3
B 5
C 6
D 4
E None of these

En cada problema busque la contestación correcta.

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

A 8
B 10
C 9
D 11
E Ninguno de éstos

$20 \div 5 = ?$

A 3
B 5
C 6
D 4
E Ninguno de éstos

PART IV, WORD RELATIONS

In each question find the word which completes the second pair.

En cada pregunta busque la palabra que completa el segundo par.

ear hear — eye –?–

A pencil **B** nose **C** jump
D sleep **E** see

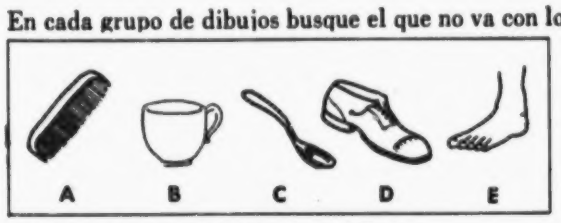
oreja oír — ojo –?–

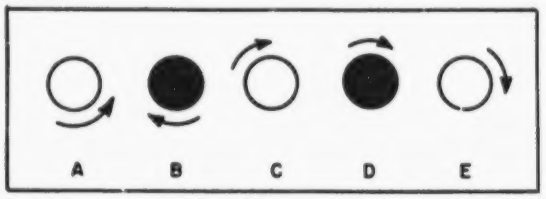
A lápiz **B** nariz **C** saltar
D dormir **E** ver

PART V, CLASSIFICATION

In each group of drawings find the one which does not go with the others.

En cada grupo de dibujos busque el que no va con los otros.





PART VI, NUMBER SERIES

In each series of numbers find the number which comes next.
En cada serie de números busque el número que sigue.

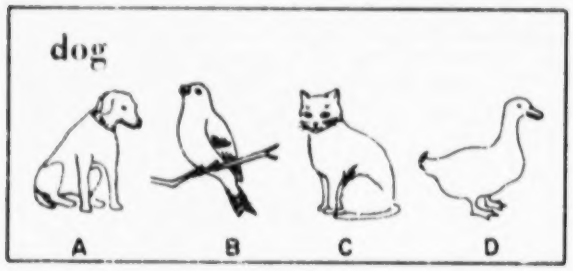
2 3 5 6 8 9 ?

F 11 **G** 8 **H** 12 **J** 14 **L** 15

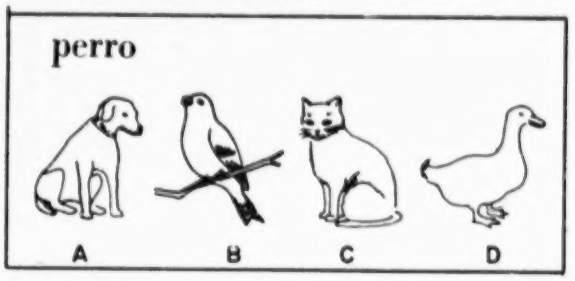
Figure 3A. Illustrations of Materials: Tests of General Ability, Levels 3, 4, and 5

Vocabulary, Level 1

Find the picture that goes with the word. Mark the letter under this picture.

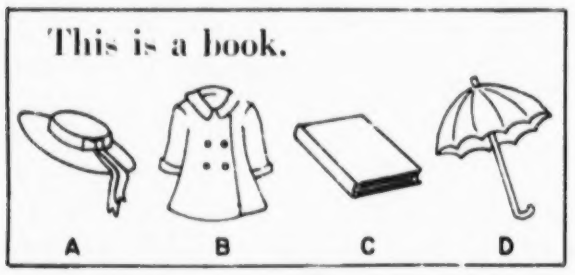


Busquen el dibujo que va con la palabra. Marquen la letra debajo de este dibujo.

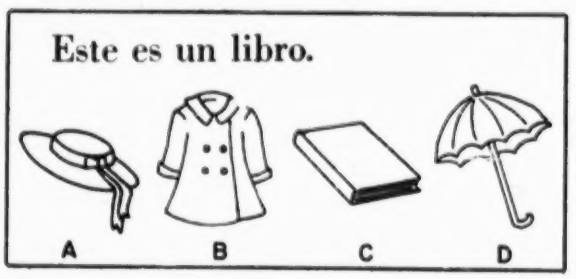


Comprehension, Level 1

Mark the letter under the picture that shows what the words say.

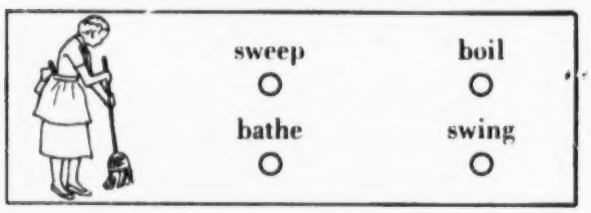


Marquen la letra debajo del dibujo que muestra lo que las palabras dicen.



Vocabulary, Level 2

Find the one word that goes with the picture. Mark the circle with a big X.



Busquen la palabra que va con el dibujo. Marquen con una X grande el círculo.

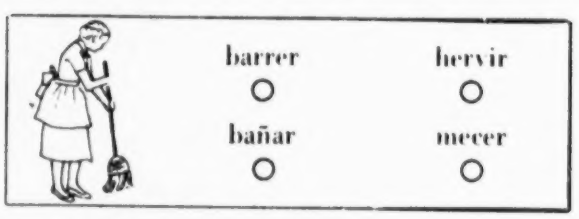


Figure 4A. Illustrations of Materials: Tests of Reading, Levels 1 and 2

PART I, VOCABULARY

In each question find the word which is defined or described.

To go fast:

A run **B** stop **C** sew **D** wash **E** sleep

En cada pregunta busque la palabra que se define o se describe.

Ir aprisa:

A correr **B** parar **C** coser **D** lavar **E** dormir

PART II, SPEED OF COMPREHENSION

In each sentence find the word which has been left out.

John found the book which he received for his birthday very interesting, and for that reason he –?– it a second time.

F sold **G** saw **H** lost **J** read **L** took

En cada oración busque la palabra que falta.

A Juan le interesó mucho el libro que recibió para su cumpleaños y por esa razón lo –?– por segunda vez.

F vendió **G** vió **H** perdió **J** leyó **L** llevó

PART III, LEVEL OF COMPREHENSION

Read the paragraph and then find the answers to the questions.

On last Monday I saw something which was larger than an automobile. It had wings, and it could fly faster than an eagle. It was carrying passengers. It was not afraid of land or water.

What was it?

A boat **B** automobile **C** train **D** airplane **E** bird

What bird is named in the paragraph?

A sparrow **B** owl **C** swallow **D** dove **E** eagle

Lea el párrafo y luego busque las contestaciones a las preguntas.

El lunes pasado yo ví algo que era más grande que un automóvil. Tenía alas y podía volar más rápido que un águila. Llevaba pasajeros. No le tenía miedo ni a la tierra ni al agua.

¿Qué era?

A un bote **B** un automóvil **C** un tren **D** un aeroplano **E** un pájaro

¿Qué ave se nombra en el párrafo?

A un gorrión **B** un buho **C** una golondrina **D** una paloma **E** un águila

Figure 5A. Illustrations of Materials: Tests of Reading, Levels 3, 4, and 5

Table A-1
Intercorrelation of 19 Variables in Puerto Rico Study

	M	S.D.	1	2	3	4	5	6	7	8	9
1. Age	17.6	.9		-241	-269	-295	-254	-275	-309	-300	-262
2. Soc.Ec.S.	29.4	15.6	-241		236	330	315	351	314	295	296
3. H.S.Avg.	2.33	.65	-269	236		639	623	588	626	472	592
C.E.E.B.											
4. Verbal	456	105.0	-295	330	639		689	699	825	600	587
5. Math.	457	105.5	-254	315	623	689		660	639	602	748
6. English	459	102.1	-275	351	588	699	660		641	519	586
H. G. CEs											
7. Verbal	25.7	7.3	-309	314	626	825	639	641		633	594
8. Nonverbal	28.1	7.9	-300	295	472	600	602	519	633		597
9. Numerical	16.3	8.0	-262	296	592	587	748	586	594	597	
10. Total	70.3	20.2	-334	345	641	765	764	665	840	853	850
L-5-CEs											
11. Vocabulary	24.8	7.4	-295	280	623	795	610	592	783	539	554
12. Speed of C.	11.7	5.0	-253	239	453	623	441	502	648	452	471
13. Level of C.	19.3	6.5	-314	275	631	760	621	639	744	537	591
14. Total	55.9	17.0	-325	295	652	826	639	653	822	577	612
R-4-CE											
15. Vocabulary	18.7	9.0	-287	380	617	747	659	822	713	561	624
16. Speed	8.7	6.6	-246	388	471	622	557	789	564	446	544
17. Level	17.5	9.3	-287	386	560	695	654	807	635	509	614
18. Total	44.9	23.7	-290	407	590	736	667	854	682	540	634
19. P.R.H.G.	55.7	19.0	-319	341	669	849	760	692	813	706	674

	10	11	12	13	14	15	16	17	18	19
1. Age	-334	-295	-253	-314	-325	-287	-246	-287	-290	-319
2. Soc.Ec.S.	345	280	239	275	295	380	388	386	407	341
3. H.S.Avg.	641	623	453	631	652	617	471	560	590	669
C.E.E.B.										
4. Verbal	765	795	623	760	826	747	622	695	736	849
5. Math.	764	610	441	621	639	659	557	654	667	760
6. English	665	592	502	639	653	822	789	807	854	692
H. G. CEs										
7. Verbal	840	783	648	744	822	713	564	635	682	813
8. Nonverbal	853	539	452	537	577	561	446	509	540	706
9. Numerical	850	554	471	591	612	624	544	614	634	674
10. Total		713	603	714	766	726	593	672	710	836
L-5-CEs										
11. Vocabulary	713		663	744	923	706	540	637	673	779
12. Speed	603	663		659	828	611	522	552	597	598
13. Level	714	744	659		907	704	592	692	709	740
14. Total	766	923	828	907		761	617	709	744	804
R-5-CE										
15. Vocabulary	726	706	611	704	761		808	851	945	749
16. Speed	593	540	522	592	617	808		839	921	596
17. Level	672	637	552	692	709	851	839		956	690
18. Total	710	673	597	709	744	945	921	956		727
19. P.R.H.G.	836	779	598	740	804	749	596	690	727	

n = 1183

Table A-2
"Equivalent" Scores of Inter-American Test of General Ability, Level 5, Form CEs and College Entrance Examination Board Tests of Verbal Reasoning and Mathematical Reasoning; and Inter-American Test with Puerto Rico Test de Habilidad General
Grade 12

n = 1192 Inter-American Verbal		n = 1192 C.E.E.B. Verbal	n = 1192 Inter-American Numerical		n = 1188 C.E.E.B. Math	n = 1189 Inter-American Total		n = 1192 P. R. H. G.
Score	%ile	Score	Score	%ile	Score	Score	%ile	Score
44	99.6	734	44	99.6	780			
42	99	700	42			120	99	103
40	98	679	40	99	748	116	98	102
38	95	640	38	97	723	112	96	101
36	90	605	36	96	714	108	95	100
34	84	569	34	95	698	104	94	98
32	76	531	32	94	674	100	91	96
30	67	505	30	92	653	96	89	91
28	59	478	28	90	621	92	85	86
26	48	449	26	87	587	88	79	82
24	39	417	24	83	560	84	74	79
22	29	393	22	78	532	80	68	75
20	21	368	20	72	499	76	62	71
18	14	338	18	64	466	72	55	66
16	9	322	16	53	438	68	47	63
14	5	299	14	41	417	64	39	57
12	2	271	12	29	394	60	32	54
10	1	254	10	18	374	56	24	49
			8	10	352	52	18	46
			6	4	336	48	13	42
			4	1	307	44	8	39
			2	.2	296	40	5	36
						36	3	32
						32	1	30
						28	.7	29

Table A-3
"Equivalent" Scores of Inter-American Tests of Reading, Level 4, Form CE (Total Score) and College Entrance Examination Board Test of English as a Second Language
Grade 12, n = 1186-1192

R-4-CE Score	%ile	C.E.E.B. Score	R-4-CE Score	%ile	C.E.E.B. Score
110	99	719	58	75	522
106	98	706	54	70	500
102	97	683	50	67	488
98	95	669	46	62	469
94	94	659	42	56	450
90	92	646	38	51	432
86	91	632	34	42	413
82	89	620	30	32	395
78	87	606	26	21	376
74	85	588	22	10	362
70	84	577	18	4	343
66	81	562	14	1	323
62	78	536			

Table A-4
Percentile Norms for Inter-American Tests of General Ability, Level 5, Form CEs; High School Average Marks for Students at the Percentiles Shown in the Table for the Total Scores
Grade 12, n = 1189-1192

Verbal		Nonverbal		Numerical		Total		H. S.
Score	%ile	Score	%ile	Score	%ile	Score	%ile	Average
42	99	46	99.7	42	99	120	99	3.96
40	98	44	98	40	98.6	116	98	3.86
38	95	42	95	38	97	112	96	3.65
36	90	40	91	36	96	108	95	3.55
34	84	38	86	34	95	104	94	3.44
32	76	36	81	32	94	100	91	3.35
30	67	34	73	30	92	96	89	3.24
28	59	32	64	28	90	92	85	3.10
26	48	30	56	26	87	88	79	2 89
24	39	28	48	24	83	84	74	2.75
22	29	26	37	22	78	80	68	2.62
20	21	24	29	20	72	76	62	2.46
18	14	22	22	18	64	72	55	2.33
16	9	20	15	16	53	68	47	2.21
14	5	18	9	14	41	64	39	2.07
12	2	16	6	12	29	60	32	1.96
10	1	14	3	10	18	56	24	1.83
		12	2	8	10	52	18	1.72
		10	1	6	4	48	13	1.63
				4	1	44	8	1.51
						40	5	1.38
						36	3	1.33
						32	1	1.21
						28	.7	1.16

Table A-5
Percentile Norms for Inter-American Tests of Reading, Level 5, Form CEs; High School Average Marks for Students at the Percentiles Shown in the Table for the Total Scores, Grade 12, n= 1189-1190

Vocabulary		Speed		Level		Total		H. S.
Score	%ile	Score	%ile	Score	%ile	Score	%ile	Average
42	99	28	99.5	38	99	100	99	3.98
40	97	26	99.3	36	98	96	98	3.88
38	95	24	99	34	96	92	97	3.76
36	92	22	96	32	94	88	96	3.61
34	86	20	93	30	92	84	94	3.45
32	80	18	86	28	89	80	91	3.34
30	71	16	78	26	83	76	86	3.14
28	63	14	66	24	75	72	80	2.93
26	53	12	52	22	67	68	74	2.75
24	43	10	36	20	56	64	68	2.61
22	34	8	21	18	44	60	61	2.45
20	25	6	10	16	31	56	51	2.28
18	17	4	2	14	19	52	43	2.14
16	11			12	10	48	33	2.01
14	6			10	3	44	26	1.86
12	3			8	1	40	18	1.72
10	2					36	11	1.57
8	1					32	6	1.43
						28	3	1.35
						24	1	1.17

Table A-6
Percentile Norms for Inter-American Tests of Reading
Level 4, Form CE; High School Average Marks for Students
at the Percentiles Shown in the Table for the Total Scores
Grade 12, n = 1190-1192

Vocabulary		Speed		Level		Total		H. S.
Score	%ile	Score	%ile	Score	%ile	Score	%ile	Average
42	99	28	99	44	99	110	99	3.96
40	98	26	97	42	98	106	98	3.87
38	96	24	95	40	96	102	97	3.68
36	94	22	92	38	95	98	95	3.54
34	91	20	90	36	93	94	94	3.47
32	89	18	86	34	91	90	92	3.39
30	86	16	83	32	89	86	91	3.34
28	81	14	80	30	86	82	89	3.27
26	76	12	75	28	84	78	87	3.20
24	71	10	69	26	81	74	85	3.13
22	65	8	57	24	77	70	84	3.04
20	59	6	40	22	73	66	81	2.95
18	52	4	20	20	68	62	78	2.86
16	45			18	63	58	75	2.75
14	36			16	54	54	70	2.68
12	25			14	43	50	67	2.58
10	15			12	28	46	62	2.48
8	7			10	16	42	56	2.35
6	2			8	8	38	51	2.27
4	.3			6	3	34	42	2.13
				4	1	30	32	1.96
						26	21	1.76
						22	10	1.53
						18	4	1.37
						14	1	1.16

Table A-7
Intercorrelation of Subscores of
Tests of General Ability

Test	Grade	n	Part	Mean	Stan.Dev.		Part	Mean	Stan.Dev.	r
GA-1-CE	1	226	V-N*	24	7.8	with	Nv*	18	10.4	.76
GA-1-CE-A	1	191	V-N	19	4.5	with	Nv	19	5.8	.66
GA-1-CE-A	1	94	V-N	19	3.9	with	Nv	21	6.0	.73
GA-1-DE-A	1	191	V-N	20	3.8	with	Nv	19	5.1	.55
GA-1-DE-A	1	94	V-N	20	3.6	with	Nv	20	5.6	.64
GA-2-CE	2	51	V-N	41	5.5	with	Nv	28	4.4	.37
	2	73	V-N	35	6.5	with	Nv	26	5.6	.52
	2	27	V-N	33	6.2	with	Nv	25	6.6	.69
	3	58	V-N	43	6.4	with	Nv	29	5.2	.35
	3	50	V-N	44	6.4	with	Nv	29	4.4	.46
GA-2-DE	2	51	V-N	42	5.9	with	Nv	29	5.0	.39
	2	73	V-N	36	6.1	with	Nv	28	5.5	.49
	2	40	V-N	32	5.9	with	Nv	28	4.7	.58
	3	58	V-N	42	6.2	with	Nv	28	5.9	.43
	3	42	V-N	44	6.3	with	Nv	30	4.7	.49
GA-3-CE	6	25	Verbal	41	4.8	with	Nonverbal	38	5.2	.68
			Verbal				Numerical	38	7.1	.71
			Nonverbal				Numerical			.69
GA-4-CE	6	32	Verbal	31	8.0	with	Nonverbal	34	6.2	.61
			Verbal				Numerical	23	8.3	.70
			Nonverbal				Numerical			.41
GA-3-CE	7	28	Verbal	39	7.7	with	Nonverbal	38	7.5	.50
			Verbal				Numerical	35	8.3	.69
			Nonverbal				Numerical			.51
GA-4-CE	7		Verbal	26	8.4	with	Nonverbal	32	7.1	.42
			Verbal				Numerical	21	7.3	.36
			Nonverbal				Numerical			.24
GA-3-CE	6	90	Verbal	43	6.2	with	Nonverbal	39	6.0	.60
			Verbal				Numerical	37	5.9	.64
			Nonverbal				Numerical			.58
GA-4-CE	7	99	Verbal	34	8.6	with	Nonverbal	35	8.3	.55
			Verbal				Numerical	28	8.3	.63
			Nonverbal				Numerical			.54
GA-4-CE	6	90	Verbal	30	8.8	with	Nonverbal	36	6.5	.59
			Verbal				Numerical	25	6.9	.59
			Nonverbal				Numerical			.48
GA-3-CE	7	99	Verbal	44	6.5	with	Nonverbal	42	5.1	.57
			Verbal				Numerical	40	7.5	.71
			Nonverbal				Numerical			.65

*V-N, Verbal-Numerical; Nv, Nonverbal

(Table continues)

Table A-7 (continued)

Test	Grade	n	Part	Mean	Stan.Dev.		Part	Mean	Stan.Dev.	r
GA-4-CE	9	135	Verbal	37	7.8	with	Nonverbal	41	5.2	.55
			Verbal				Numerical	31	9.6	.69
			Nonverbal				Numerical			.55
GA-5-CE	9	146	Verbal	27	6.9	with	Nonverbal	37	6.8	.50
			Verbal				Numerical	24	9.0	.57
			Nonverbal				Numerical			.44
GA-4-CE	9	83	Verbal	34	9.7	with	Nonverbal	40	6.6	.60
			Verbal				Numerical	30	8.6	.68
			Nonverbal				Numerical			.65
GA-5-CE	9	70	Verbal	24	7.5	with	Nonverbal	35	7.5	.68
			Verbal				Numerical	20	7.5	.60
			Nonverbal				Numerical			.54
GA-4-CE	9	36	Verbal	37	8.6	with	Nonverbal	38	8.0	.76
			Verbal				Numerical	32	8.2	.67
			Nonverbal				Numerical			.78
GA-5-CE	9	35	Verbal	27	8.1	with	Nonverbal	36	6.9	.62
			Verbal				Numerical	23	8.0	.47
			Nonverbal				Numerical			.52
GA-4-CE	10	30	Verbal	38	8.5	with	Nonverbal	41	5.8	.77
			Verbal				Numerical	31	8.6	.58
			Nonverbal				Numerical			.51
GA-5-CE	10	25	Verbal	31	8.9	with	Nonverbal	36	7.5	.70
			Verbal				Numerical	25	8.6	.65
			Nonverbal				Numerical			.57

Table A-8
Intercorrelation of Subscores of Tests of Reading

Test	Grade	n	Part	Mean	Stan. Dev.		Part	Mean	Stan. Dev.	r
R-1-CE Short Form	1	400	Vocab.	24	6.2	with	Comp.	23	7.2	.87
R-1-DE Short Form	1	400	Vocab.	24	6.4	with	Comp.	23	7.2	.86
R-1-CE Short Form	1	481	Vocab.	24	6.1	with	Comp.	21	7.3	.84
R-1-DE Short Form	1	481	Vocab.	23	6.7	with	Comp.	21	7.6	.84
L-1-CEs Short Form	1	71	Vocab.	24	6.9	with	Comp.	18	7.7	.78
L-1-DEs Short Form	1	71	Vocab.	22	7.4	with	Comp.	18	7.5	.81
R-1-CE Long Form	1	191	Vocab.	28	7.3	with	Comp.	24	8.4	.83
R-1-DE Long Form	1	191	Vocab.	27	9.0	with	Comp.	22	8.7	.83
R-1-CE Long Form	1	220	Vocab.	24	10.7	with	Comp.	20	10.7	.88
R-1-DE Long Form	1	220	Vocab.	25	10.8	with	Comp.	22	10.6	.88
L-1-CEs Long Form	1	225	Vocab.	19	11.8	with	Comp.	14	7.8	.83
L-1-DEs Long Form	1	236	Vocab.	19	11.7	with	Comp.	13	7.7	.85
R-2-CE	2	98	Vocab.	24	7.6	with	Speed	11	6.2	.46
			Vocab.				Level	22	6.5	.72
			Speed				Level			.77
R-2-CE	3	103	Vocab.	32	5.6	with	Speed	18	6.7	.55
			Vocab.				Level	30	6.1	.58
			Speed				Level			.74
R-2-DE	2	102	Vocab.	25	6.9	with	Speed	12	5.2	.29
			Vocab.				Level	23	6.0	.69
			Speed				Level			.68
R-2-DE	3	100	Vocab.	33	5.8	with	Speed	17	6.9	.35
			Vocab.				Level	30	6.8	.60
			Speed				Level			.71
$R\text{-}2\text{-}CE_1$	2	98	Vocab.	30	5.4	with	Speed	12	5.0	.40
			Vocab.				Level	28	5.7	.62
			Speed				Level			.72
$R\text{-}2\text{-}DE_2$	2	98	Vocab.	29	5.3	with	Speed	13	4.7	.51
			Vocab.				Level	26	6.5	.57
			Speed				Level			.79
$R\text{-}2\text{-}CE_2$	3	104	Vocab.	35	2.8	with	Speed	16	5.1	.46
			Vocab.				Level	30	4.6	.56
			Speed				Level			.72
$R\text{-}2\text{-}DE_1$	3	104	Vocab.	35	3.5	with	Speed	18	5.6	.33
			Vocab.				Level	33	4.8	.43
			Speed				Level			.72
$R\text{-}2\text{-}CE_1$	4	207	Vocab.	35	5.4	with	Speed	17	5.5	.47
			Vocab.				Level	31	6.1	.67
			Speed				Level			.80

(Table continues)

Table A-8 (continued)

Test	Grade	n	Part	Mean	Stan.Dev.		Part	Mean	Stan.Dev.	r
R-2-CE$_2$	4	218	Vocab.	37	2.7	with	Speed	21	6.2	.59
			Vocab.				Level	35	4.2	.63
			Speed				Level			.68
R-3-CE$_2$	4	207	Vocab.	15	7.5	with	Speed	11	5.6	.80
			Vocab.				Level	21	9.1	.76
			Speed				Level			.80
R-3-CE$_1$	4	218	Vocab.	18	6.5	with	Speed	14	6.0	.76
			Vocab.				Level	24	7.8	.74
			Speed				Level			.75
R-3-DE	5	40	Vocab.	24	10.3	with	Speed	15	7.0	.82
			Vocab.				Level	27	11.6	.84
			Speed				Level			.80
R-3-DE	5	57	Vocab.	23	8.2	with	Speed	15	5.4	.77
			Vocab.				Level	28	8.7	.78
			Speed				Level			.81
R-3-CE$_1$	6	264	Vocab.	27	9.5	with	Speed	17	7.2	.80
			Vocab.				Level	30	11.5	.86
			Speed				Level			.83
R-3-CE$_2$	6	75	Vocab.	31	8.4	with	Speed	22	7.3	.83
			Vocab.				Level	35	10.6	.87
			Speed				Level			.83
R-3-CE$_1$	7	148	Vocab.	33	8.6	with	Speed	19	6.7	.84
			Vocab.				Level	34	11.0	.86
			Speed				Level			.83
R-3-CE$_2$	7	174	Vocab.	35	6.9	with	Speed	22	6.5	.75
			Vocab.				Level	35	10.9	.82
			Speed				Level			.75
R-4-CE$_1$	6	75	Vocab.	20	6.6	with	Speed	15	7.2	.77
			Vocab.				Level	24	8.9	.77
			Speed				Level			.90
R-4-CE$_2$	6	264	Vocab.	19	7.9	with	Speed	12	5.9	.79
			Vocab.				Level	20	8.2	.68
			Speed				Level			.74
R-4-CE $_1$	7	174	Vocab.	23	7.0	with	Speed	14	5.7	.82
			Vocab.				Level	26	8.2	.81
			Speed				Level			.80
R-4-CE$_2$	7	148	Vocab.	22	7.4	with	Speed	14	6.3	.80
			Vocab.				Level	25	9.3	.83
			Speed				Level			.80
R-4-DE	7	61	Vocab.	24	8.6	with	Speed	15	7.1	.84
			Vocab.				Level	27	9.2	.77
			Speed				Level			.69
R-4-DE	7	78	Vocab.	23	7.4	with	Speed	13	6.3	.82
			Vocab.				Level	26	9.6	.83
			Speed				Level			.80

(Table continues)

Table A-8 (continued)

Test	Grade	n	Part	Mean	Stan.Dev.		Part	Mean	Stan.Dev.	r
R-4-DE	8	55	Vocab.	29	6.0	with	Speed	19	6.0	.61
			Vocab.				Level	30	7.4	.60
			Speed				Level			.51
R-4-DE	8	72	Vocab.	26	7.1	with	Speed	17	6.6	.75
			Vocab.				Level	29	9.0	.78
			Speed				Level			.80
R-4-CE	8	60	Vocab.	28	5.7	with	Speed	19	5.5	.65
			Vocab.				Level	30	7.1	.72
			Speed				Level			.48
R-4-CE	8	77	Vocab.	26	6.0	with	Speed	17	6.1	.79
			Vocab.				Level	27	7.6	.71
			Speed				Level			.76
R-4-CE	9	296	Vocab.	28	6.3	with	Speed	18	5.9	.70
			Vocab.				Level	31	7.5	.75
			Speed				Level			.72
R-4-CE	9	128	Vocab.	29	7.6	with	Speed	19	6.8	.82
			Vocab.				Level	30	9.6	.82
			Speed				Level			.82
$R\text{-}4\text{-}DE_1$	9	166	Vocab.	29	6.4	with	Speed	19	6.2	.74
			Vocab.				Level	32	7.2	.76
			Speed				Level			74
$R\text{-}4\text{-}DE_1$	10	164	Vocab.	29	7.8	with	Speed	20	5.9	.80
			Vocab.				Level	34	7.6	.74
			Speed				Level			.71
$R\text{-}4\text{-}CE_1$	10	205	Vocab.	31	6.1	with	Speed	20	6.2	73
			Vocab.				Level	33	7.6	.75
			Speed				Level			.72
$R\text{-}4\text{-}CE_2$	10	160	Vocab.	30	6.2	with	Speed	22	6.6	.76
			Vocab.				Level	32	8.4	.80
			Speed				Level			.72
$R\text{-}5\text{-}CE_2$	9	296	Vocab.	24	7.2	with	Speed	12	4.7	.70
			Vocab.				Level	22	6.7	.70
			Speed				Level			.65
$R\text{-}5\text{-}CE_1$	9	128	Vocab.	24	7 8	with	Speed	11	4.6	.74
			Vocab.				Level	23	7.4	.78
			Speed				Level			.75
$R\text{-}5\text{-}CE_2$	10	205	Vocab.	27	7.3	with	Speed	14	5.1	.63
			Vocab.				Level	25	7.5	.74
			Speed				Level			.69
$R\text{-}5\text{-}CE_1$	10	160	Vocab.	27	7.8	with	Speed	13	5.1	.67
			Vocab.				Level	24	7.8	.71
			Speed				Level			.65

(Table continues)

Table A-8 (continued)

Test	Grade	n	Part	Mean	Stan.Dev.		Part	Mean	Stan.Dev.	r
R-5-DE$_2$	9	166	Vocab.	23	6.5	with	Speed	13	5.2	.71
			Vocab.				Level	25	7.0	.75
			Speed				Level			.70
R-5-DE$_2$	10	164	Vocab.	26	7.1	with	Speed	14	5.5	.74
			Vocab.				Level	27	7.2	.72
			Speed				Level			.73
R-5-DE	10	76	Vocab.	29	6.3	with	Speed	15	4.5	.72
			Vocab.				Level	29	6.8	.70
			Speed				Level			.74
R-5-DE	11	55	Vocab.	28	6.9	with	Speed	15	5.0	.71
			Vocab.				Level	25	8.7	.67
			Speed				Level			.71
R-5-DE	12	74	Vocab.	31	6.8	with	Speed	15	4.6	.57
			Vocab.				Level	29	6.8	.81
			Speed				Level			.63
R-5-CE	10	48	Vocab.	28	7.1	with	Speed	12	4.2	.70
			Vocab.				Level	24	7.6	.79
			Speed				Level			.67
R-5-CE	11	49	Vocab.	30	6.6	with	Speed	14	5.9	.74
			Vocab.				Level	28	7.6	.84
			Speed				Level			.85
R-5-CE	11	50	Vocab.	30	7.0	with	Speed	14	4.6	.64
			Vocab.				Level	24	8.6	.68
			Speed				Level			.58
R-5-CE	12	86	Vocab.	33	5.7	with	Speed	15	4.1	.41
			Vocab.				Level	29	6.6	58
			Speed				Level			.57
R-5-CE	College	39	Vocab.	35	5.0	with	Speed	15	5.6	.60
			Vocab.				Level	29	7.3	.61
			Speed				Level			.69
R-5-CE	College	35	Vocab.	34	5.7	with	Speed	15	4.9	.73
			Vocab.				Level	29	6.4	.52
			Speed				Level			.77
R-5-DE	College	77	Vocab.	31	6.7	with	Speed	15	4.4	.62
			Vocab.				Level	30	6.0	.66
			Speed				Level			.47
R-5-DE	College	86	Vocab.	35	5.5	with	Speed	18	5.4	.67
			Vocab.				Level	34	6.4	67
			Speed				Level			70

Table A-9

Reliability: Inter-American Tests of General Ability
Preschool Level
(Correlation of Scores from First and Second Testing Period Adjusted by Spearman-Brown Formula)

Test	Day Care Center Group n = 114					Kindergarten Group n = 100				
	r	Means (1)	Means (2)	Stan.Dev. (1)	Stan.Dev. (2)	r	Means (1)	Means (2)	Stan.Dev. (1)	Stan.Dev. (2)
Verbal-Numerical	.62	12	11	2.6	2.5	.78	14	13	2.5	2.7
Nonverbal	.81	12	12	3.5	3.2	.79	14	14	3.2	3.2
Total	.84	24	23	5.5	5.0	.84	28	27	5.2	5.3

Correlation of Verbal-Numerical with Nonverbal

Day Care Center Group		Kindergarten Group	
First Period	Second Period	First Period	Second Period
.58	.50	.63	.57

Table A-10

Reliability: Correlation of Forms CE and DE of Inter-American Tests of General Ability, Levels 1 and 2

Level	Grade	Order of Administration	n	Part	r	Mean Score CE	Mean Score DE	Stan. Dev. CE	Stan. Dev. DE
		(1) GA-1-CE-A with GA-1-DE-A							
1	1	CEA,DEA	191	Verbal-Numerical	.67	19	20	4.5	3.8
				Nonverbal	.73	19	19	5.8	5.2
				Total	.83	38	39	9.4	7.9
1	1	DEA,CEA	94	Verbal-Numerical	.68	19	20	3.9	3.6
				Nonverbal	.81	21	20	6.0	5.6
				Total	.84	40	40	9.2	8.4
		(2) GA-2-CE with GA-2-DE							
2	2	CE,DE	51	Verbal-Numerical	.71	41	42	5.5	5.9
				Nonverbal	.62	28	29	4.4	5.0
				Total	.69	69	71	8.2	9.3
2	2	CE,DE	73	Verbal-Numerical	.84	35	36	6.5	6.1
				Nonverbal	.65	26	28	5.6	5.5
				Total	.83	61	64	10.5	10.3
2	2	DE,CE	58	Verbal-Numerical	.75	43	42	6.4	6.2
				Nonverbal	.71	29	28	5.2	5.9
				Total	.81	72	70	9.6	10.1

Table A-11

Reliability: Tests of General Ability, Levels 3, 4, and 5
(Odd-Even Correlations with Spearman-Brown Formula)

Test	Grade	n	Verbal	Nonverbal	Numerical	Total
GA-3-CE	4	88	.86	.83	.94	.95
"	5	101	.91	.87	.93	.95
"	6	230	.88	.78	.90	.93
GA-3-DE	4	95	.83	.90	.91	.95
GA-4-CE	6	120	.88	.82	.92	.95
"	7	162	.89	.91	.89	.95
"	8	62	.86	.84	.92	.92
"	9	280	.89	.84	.94	.96
GA-4-DE	8	61	.86	.85	.87	.93
GA-5-CE	9	277	.83	.86	92	.94
"	10	104	.90	.85	.90	.95
"	11	81	.89	.88	.96	.97
GA-5-DE	10	67	.90	.80	.94	.95

Table A-12

Reliability: Correlation of Forms C and D of Inter-American Tests of Reading

(1) R-1-CE with R-1-DE (Long Edition)

Level	Grade	Order of Adm.	n	Part	r	Mean Score CE	Mean Score DE	Stan. Dev. CE	Stan. Dev. DE
1	1	CE,DE	220	Voc	.91	24	25	10.7	10.8
				Comp	.92	20	22	10.7	10.6
				Total	.95	44	47	20.7	20.8
1	1	DE,CE	191	Voc	.85	28	27	7.3	9.0
				Comp	.89	24	22	8.4	8.7
				Total	.92	52	49	15.1	16.9

(2) R-1-CE with R-1-DE (Short Edition)

1	1	CE,DE	400	Voc	.90	24	24	6.2	6.4
				Comp	.90	23	23	7.2	7.2
				Total	.94	47	47	13.0	13.1
1	1	DE,CE	481	Voc	.84	24	23	6.1	6.7
				Comp	.87	21	21	7.3	7.6
				Total	.90	45	43	12.9	13.6

(3) L-1-CEs with L-1-DEs (Short Edition)

						CEs	DEs	CEs	DEs
1	1	DEs,CEs	71	Voc	.79	24	22	6.9	7.4
				Comp	.83	18	18	7.7	7.5
				Total	.86	42	41	13.7	14.1

(4) R-2-CE with R-2-DE

						CE	DE	CE	DE
2	2	CE,DE	98	Level	.83	28	26	5.7	6.5
				Speed	.81	12	13	5.0	4.7
				Voc	.79	30	29	5.4	5.3
				Total	.90	71	68	13.7	14.3
2	3	DE,CE	104	Level	.65	30	33	4.6	4.8
				Speed	.78	16	18	5.1	5.6
				Voc	.69	35	35	2.8	3.5
				Total	.83	82	86	10.8	11.5

Table A-13
Correlation of Inter-American Tests of General Ability at Adjacent Levels
Level 2 with Level 3; Level 3 with Level 4

Tests	r	Grade	n	Mean Lower Level	Mean Higher Level	Stan.Dev. Lower Level	Stan.Dev. Higher Level
GA-2-CE, GA-3-CE		4	95				
Verbal-Numerical with Verbal	.77			49	31	6.1	9.2
Nonverbal with Nonverbal	.73			32	38	4.7	7.6
Total with Numerical	.79			81	27	9.7	7.8
Total with Total	.89			81	96	9.7	22.4
GA-2-CE, GA-3-CE		4	102				
Verbal-Numerical with Verbal	.58			51	31	5.4	8.2
Nonverbal with Nonverbal	.63			30	33	4.7	7.1
Total with Numerical	.61			81	23	8.6	7.8
Total with Total	.75			81	88	8.6	20.0
GA-3-CE, GA-4-CE		6	90				
Verbal	.76			43	30	6.2	8.8
Nonverbal	.73			39	36	6.0	6.5
Numerical	.75			37	25	5.9	6.9
Total	.86			119	91	15.5	18.7
GA-3-CE, GA-4-CE		7	99				
Verbal	.80			44	34	6.5	8.6
Nonverbal	.65			42	35	5.1	8.3
Numerical	.74			40	28	7.5	8.3
Total	.83			126	97	16.8	21.3

Table A-14
Correlation of Full and Abbreviated Forms of General Ability, Level 1
Grade 1

Test	r	n	Mean Full	Mean Abbr	Stan. Dev. Full	Stan. Dev. Abbr
GA-1-CE_1 -- GA-1-DE-A_2		50				
Verbal-Numerical	.55		29	20	4.2	3.5
Nonverbal	.76		28	21	5.6	5.2
Total	.80		57	41	8.7	7.8
GA-1-CE_2 -- GA-1-DE-A_1		46				
Verbal-Numerical	.71		31	21	3.4	3.6
Nonverbal	.66		32	23	5.2	4.3
Total	.82		62	44	7.8	7.3
GA-1-DE_1 -- GA-1-CE-A_2		87				
Verbal-Numerical	.61		33	22	3.5	3.7
Nonverbal	.55		30	25	4.9	3.3
Total	.67		63	46	6.9	6.0
GA-1-DE_2 -- GA-1-CE-A_1		93				
Verbal-Numerical	.71		31	21	3.5	3.4
Nonverbal	.67		30	22	4.8	4.0
Total	.78		61	43	7.6	6.4

Table A-15
Correlation of Inter-American Tests of Reading at Adjacent Levels
Level 2 with Level 3; Level 3 with Level 4; Level 4 with Level 5

Tests	Grade	Order of Administration	n	r	Mean Lower	Mean Higher	Stan.Dev. Lower	Stan.Dev. Higher
Reading R-2-CE, R-3-CE	4	2,3	207					
Vocabulary				.49	35	15	5.4	7.5
Speed				.72	17	11	5.5	5.6
Level				.73	31	21	6.1	9.1
Total				.77	83	46	15.0	20.5
R-2-CE, R-3-CE	4	3,2	218					
Vocabulary				.53	37	18	2.7	6.5
Speed				.77	21	14	6.2	6.0
Level				.67	35	24	4.2	7.8
Total				.78	93	56	11.5	18.5
R-3-CE, R-4-CE	6	4,3	75					
Vocabulary				.82	31	20	8.4	6.6
Speed				.77	22	15	7.3	7.2
Level				.84	35	24	10.6	8.9
Total				.92	87	59	24.8	21.3
R-3-CE, R-4-CE	6	3,4	264					
Vocabulary				.71	27	19	9.5	7.9
Speed				.81	17	12	7.2	5.9
Level				.80	30	20	11.5	8.2
Total				.89	73	50	26.6	20.0
R-3-CE, R-4-CE	7	4,3	174					
Vocabulary				.79	35	23	6.9	7.0
Speed				.77	22	14	6.5	5.7
Level				.82	35	26	10.9	8.2
Total				.89	92	63	22.5	19.6
R-3-CE, R-4-CE	7	3,4	148					
Vocabulary				.90	33	22	8.6	7.4
Speed				.82	19	14	6.7	6.3
Level				.86	34	25	11.0	9.3
Total				.93	86	61	25.0	21.6
R-4-CE, R-5-CE	9	4,5	296					
Vocabulary				.85	28	24	6.3	7.2
Speed				.73	18	12	5.9	4.7
Level				.73	31	22	7.5	6.7
Total				.90	77	58	17.9	16.5

(Table continues)

Table A-15 (continued)

Tests	Grade	Order of Administration	n	r	Mean Lower	Mean Higher	Stan. Dev. Lower	Stan. Dev. Higher
R-4-CE, R-5-CE	9	5,4	128					
Vocabulary				.85	29	24	7.6	7.8
Speed				.72	19	11	6.8	4.6
Level				.78	30	23	9.6	7.4
Total				.88	78	59	22.5	18.2
R-4-CE, R-5-CE	10	4,5	205					
Vocabulary				.81	31	27	6.1	7.3
Speed				.74	20	14	6.2	5.1
Level				.79	33	25	7.6	7.5
Total				.91	85	66	18.1	17.7
R-4-CE, R-5-CE	10	5,4	160					
Vocabulary				.85	30	27	6.2	7.8
Speed				.61	22	13	6.6	5.1
Level				.81	32	24	8.4	7.8
Total				.90	84	64	19.4	18.5
R-4-DE, R-5-DE	9	4,5	166					
Vocabulary				.78	29	23	6.4	6.5
Speed				.79	19	13	6.2	5.2
Level				.78	32	25	7.2	7.0
Total				.90	80	61	18.0	16.9
R-4-DE, R-5-DE	9	5,4	78					
Vocabulary				.85	28	23	7.4	6.6
Speed				.79	17	10	6.3	4.5
Level				.68	32	24	8.2	5.9
Total				.90	77	57	20.0	15.2
R-4-DE, R-5-DE	10	4,5	164					
Vocabulary				.80	29	26	7.8	7.1
Speed				.83	20	14	5.9	5.5
Level				.81	34	27	7.6	7.2
Total				.91	83	66	19.4	18.0
R-4-DE, R-5-DE	10	5,4	67					
Vocabulary				.77	36	31	5.0	6.1
Speed				.69	23	16	5.0	4.9
Level				.83	39	31	6.6	7.5
Total				.89	97	78	15.1	16.9

Table A-16
Change in Percentile Rank on Retest

%ile Change	GA-1-CE-A to GA-1-DE-A Number of Changes +	-	Total	GA-1-DE-A to GA-1-CE-A Number of Changes +	-	Total	GA-2-CE to GA-2-DE Number of Changes +	-	Total	GA-2-DE to GA-2-CE Number of Changes +	-	Total
65-69												
60-64	1		1									
55-59				1		1						
50-54		2	2	2		2						
45-49					1	1	1		1		1	1
40-44	2		2		1	1	2	2	4	2		2
35-39	3	4	7		3	3		3	3	1	1	2
30-34		5	5	3		3	1	1	2	1	3	4
25-29	4	9	13	2	2	4		2	2	1		1
20-24	12	5	17	5	3	8	3	3	6	1	1	2
15-19	15	10	25	4	9	13	4	2	6	4	6	10
10-14	14	16	30	4	5	9	7	2	9	7	6	13
5-9	22	19	41	12	11	23	12	8	20	6	4	10
0-4	25	23	48	22	4	26	10	10	20	8	5	13
Total No.	98	93	191	55	39	94	40	33	73	31	27	58
Median Change	10	11	10	7	14	9	9	9	9	11	13	13
% of Group with Difference of 0-4 between 1st & 2nd Percentile Scores			25			28			27			22
% of Group with Difference of 25 or more between 1st & 2nd Percentile Scores			16			16			16			17
% of Group with Difference of 50 or more between 1st & 2nd Percentile Scores			2			3			0			0

%ile	R-1-CE to R-1-DE			R-1-DE to R-1-CE			R-2-CE to R-2-DE			R-2-DE to R-2-CE		
50-54										1	1	2
45-49												
40-44				1		1				1	1	2
35-39					2	2	1		1	2	1	3
30-34				1	2	3	1		1		3	3
25-29	1	1	2	3		3	2		2	4	3	7
20-24	3	3	6	6	4	10	3	3	6	6	4	10
15-19	13	7	20	8	6	14	3	7	10	8	7	15
10-14	15	24	39	14	15	29	8	10	18	4	6	10
5-9	33	30	63	22	31	53	17	15	32	12	13	25
0-4	46	44	90	40	36	76	14	12	26	12	15	27
Total No.	111	109	220	95	96	191	49	47	96	50	54	104
Median Change	6	6	6	6	6	6	8	8	8	10	9	10
% of Group with Difference of 0-4 between 1st & 2nd Percentile Scores			41			39			27			26
% of Group with Difference of 25 or more between 1st & 2nd Percentile Scores			1			5			4			16
% of Group with Difference of 50 or more between 1st & 2nd Percentile Scores			0			0			0			2

Table A-17
Correlation of Inter-American Tests of General Ability, Level 1,
and Metropolitan Readiness Test with Inter-American Tests of Reading, Level 1 (Long Edition)
Grade 1

Tests	Mean	Standard Deviation	Correlation with Reading Vocab.	Comp.	Total
(1) GA-1-CE with R-1-CE n = 43					
GA-1-CE					
Verbal-Numerical	28	4.9	.62	.51	.59
Nonverbal	25	6.5	.36	.40	.41
Total	53	10.3	.52	.49	.53
Metropolitan Readiness					
Word Meaning	16	1.6	.39	.34	.39
Reading Readiness	54	5.7	.48	.26	.38
Total Readiness	78	10.6	.51	.33	.43
R-1-CE					
Vocabulary	21	6.3			
Comprehension	18	8.1			
Total	40	13.7			
(2) GA-1-CE with R-1-DE n = 41					
GA-1-CE					
Verbal-Numerical	27	5.3	.58	.54	.58
Nonverbal	25	7.3	.47	.47	.49
Total	52	11.6	.56	.55	.58
Metropolitan Readiness					
Word Meaning	16	2.5	.54	.52	.55
Reading Readiness	54	9.2	.54	.53	.55
Total Readiness	78	14.7	.59	.58	.61
R-1-DE					
Vocabulary	18	7.5			
Comprehension	15	7.1			
Total	34	14.0			
(3) GA-1-DE with R-1-DE n = 39					
GA-1-DE					
Verbal-Numerical	28	4.5	.62	.53	.60
Nonverbal	24	6.6	.48	.44	.49
Total	52	10.0	.60	.53	.59
Metropolitan Readiness					
Word Meaning	16	1.9	.48	.36	.44
Reading Readiness	54	7.9	.62	.48	.57
Total Readiness	77	13.9	.65	.50	.60
R-1-DE					
Vocabulary	20	6.9			
Comprehension	17	7.1			
Total	37	13.3			
(4) GA-1-DE with R-1-CE n = 38					
GA-1-DE					
Verbal-Numerical	28	4.4	.68	.54	.63
Nonverbal	25	7.1	.60	.40	.52
Total	53	10.9	.66	.48	.60
Metropolitan Readiness					
Word Meaning	16	2.4	.42	.32	.39
Reading Readiness	55	8.0	.67	.53	.63
Total Readiness	78	12.5	.70	.59	.67
R-1-CE					
Vocabulary	21	7.7			
Comprehension	20	7.3			
Total	41	14.4			

Table A-18

Correlation of Inter-American Tests of General Ability, Level 1, with Metropolitan Readiness Test

Grade 1: group 1, n = 43; group 2, n = 41; group 3, n = 39; group 4, n = 38

	r	Mean		Stan. Dev.	
General Ability with Metropolitan		GA	Metro	GA	Metro
Verbal-Numerical, Reading Readiness					
Group 1: GA-1-CE	.56	28	54	4.9	5.7
Group 2: GA-1-CE	.78	27	54	5.3	9.2
Group 3: GA-1-DE	.75	28	54	4.5	7.9
Group 4: GA-1-DE	.76	28	55	4.4	8.0
Verbal-Numerical, Total Readiness					
Group 1: GA-1-CE	.66	28	78	4.9	10.6
Group 2: GA-1-CE	.83	27	78	5.3	14.7
Group 3: GA-1-DE	.78	28	77	4.5	13.9
Group 4: GA-1-DE	.82	28	78	4.4	12.5
Total, Reading Readiness					
Group 1: GA-1-CE	.56	53	54	10.3	5.7
Group 2: GA-1-CE	.81	52	54	11.6	9.2
Group 3: GA-1-DE	.75	52	54	10.0	7.9
Group 4: GA-1-DE	.74	53	55	10.9	8.0
Total, Total Readiness					
Group 1: GA-1-CE	.65	53	78	10.3	10.6
Group 2: GA-1-CE	.83	52	78	11.6	14.7
Group 3: GA-1-DE	.78	52	77	10.0	13.9
Group 4: GA-1-DE	.82	53	78	10.9	12.5

Table A-19

Correlation of Inter-American Tests of General Ability, Level 1, with Goodenough-Harris Draw-A-Man and Metropolitan Readiness Test
Grade 1

(1) Correlation with Goodenough-Harris

Test	Mean	Standard Deviation	Raw Score r	Stand. Score r
GA-1-CE, n = 226				
Verbal-Numerical	24	7.8	.40	.35
Nonverbal	18	10.4	.52	.42
Total	42	17.1	.50	.41
G-H Raw Score	18	5.8		
G-H Standard Score	95	14.8		

(2) Correlation with Metropolitan Readiness

			Word M.	Read. R.	Total R.
GA-1-CE, n = 106					
Verbal-Numerical	27	5.7	.60	.63	.77
Nonverbal	23	7.6	.58	.65	.72
Total	51	12.3	.64	.69	.80
Metropolitan Readiness					
Word Meaning	16	2.4			
Reading Readiness	52	10.0			
Total Readiness	76	14.8			
GA-1-DE, n = 102					
Verbal-Numerical	28	5.0	.72	.79	.83
Nonverbal	24	7.6	.60	.74	.79
Total	52	11.9	.68	.80	.85
Metropolitan Readiness					
Word Meaning	16	2.4			
Reading Readiness	53	9.4			
Total Readiness	76	15.8			

Table A-20
Correlation of Inter-American Tests of General Ability, Level 2,
with Otis Quick Scoring Mental Ability Test, Alpha

	(1) Grade 2, n = 51*					(2) Grade 2, n = 73*				
			Correlation with Alpha					Correlation with Alpha		
Tests	Mean	Stan.Dev.	Vb	Nonvb	Total	Mean	Stan.Dev.	Vb	Nonvb	Total
GA-2-CE										
Vb-Num	41	5.5	.48	.18	.40	35	6.5	.62	.45	.60
Nonvb	28	4.4	.30	.31	.36	26	5.6	.56	.60	.65
Total	69	8.2	.49	.29	.46	61	10.5	.68	60	.71
GA-2-DE										
Vb-Num	42	5.9	.50	.15	.39	36	6.1	.63	.44	.60
Nonvb	29	5.0	.42	.46	.51	28	5.5	.61	.54	.64
Total	71	9.3	.54	.34	.53	64	10.3	.70	.55	.69
Alpha										
Verbal	67	8.6				65	8.9			
Nonvb	58	7.6				57	8.9			
Total	125	13.8				122	16.1			

*Order of administration: (1) GA-2-CE, GA-2-DE, Alpha; (2) Alpha, GA-2-CE, GA-2-DE.
Correlation between similar parts is underlined.

	(3) Grade 2, n = 27, GA-2-CE*					(4) Grade 2, n = 40, GA-2-DE*				
GA-2										
Vb-Num	33	6.2	.76	.58	.71	32	5.9	.71	.52	.69
Nonvb	25	6.6	.73	.77	.80	28	4.7	.48	.72	.67
Total	58	11.7	.81	.74	.82	60	9.4	.68	.68	.76
Alpha										
Verbal	60	9.5				62	9.0			
Nonvb	57	11.4				58	9.1			
Total	117	19.6				120	16.1			

*Order of administration: GA-2-CE or DE, Alpha.
Correlation between similar parts is underlined.

	(5) Grade 3, n = 58*					(6) Grade 3, n = 50*				
GA-2-CE										
Vb-Num	43	6.4	.51	.34	.48	44	6.4	.50	.26	.43
Nonvb	29	5.2	.59	.75	.76	29	4.4	.67	.46	.65
Total	72	9.6	.67	.63	.73	72	9.4	.66	.40	.61
GA-2-DE	(7) Grade 3, n = 58					(8) Grade 3, n = 42*				
Vb-Num	42	6.2	.56	.41	.55	44	6.3	.53	.53	.59
Nonvb	28	5.9	.51	.70	.69	30	4.7	.44	.46	.50
Total	70	10.1	.64	.67	.74	74	9.6	.57	.57	.64

Alpha			(6)		(7)	
			Mean	Stan.Dev.	Mean	Stan.Dev.
Verbal	67	7.4	66	7.2	69	9.8
Nonvb	60	7.9	61	7.0	63	8.1
Total	127	13.5	127	12.5	132	16.0

*Order of administration: (5) Alpha, GA-2-DE, GA-2-CE; (6) GA-2-CE, Alpha; (7) Alpha, GA-2-DE; (8) GA-2-DE, Alpha
Correlation between similar parts is underlined.

Table A-21

Correlation of Inter-American Tests of General Ability
with School and College Ability Tests

Tests	r	Mean GA	Mean SCAT	Stan.Dev. GA	Stan.Dev. SCAT
GA-3-CE_2SCAT $5A_1$ Grade 4, n = 101					
Verbal-Verbal	.77	30	28	8.9	8.7
Nonverbal-Total	.54	33	51	8.3	15.2
Numerical-Quantitative	.70	27	24	8.5	7.7
Verbal+Numerical-Total	.84	57	51	15.4	15.2
Total-Total	.82	90	51	21.4	15.2
GA-3-CE_1SCAT $5A_2$ Grade 4, n = 52					
Verbal-Verbal	.77	32	30	7.4	7.7
Nonverbal-Total	.50	35	56	6.7	13.1
Numerical-Quantitative	.78	29	26	8.2	7.1
Total-Total	.83	96	56	18.9	13.1
GA-3-DE_2SCAT $5A_1$ Grade 4, n = 93					
Verbal-Verbal	.84	30	30	8.5	9.3
Nonverbal-Total	.56	33	54	8.6	14.8
Numerical-Quantitative	.70	28	24	8.1	6.9
Verbal+Numerical-Total	.86	58	54	15.2	14.8
Total-Total	.82	92	54	21.7	14.8
GA-3-CE_2SCAT $5A_1$ Grade 5, n = 41					
Verbal-Verbal	.78	36	34	7.3	8.2
Nonverbal-Total	.67	36	66	6.1	13.9
Numerical-Quantitative	.84	32	32	8.3	8.1
Total-Total	.84	104	66	19.7	13.9
GA-3-CE_1-SCAT $5A_2$ Grade 5, n = 84					
Verbal-Verbal	.75	36	35	8.6	8.0
Nonverbal-Total	.45	36	66	7.1	14.8
Numerical-Quantitative	.74	31	30	8.2	7.9
Total-Total	.76	104	66	20.6	14.8
GA-3-DE_1-SCAT $5A_2$ Grade 5, n = 77					
Verbal-Verbal	.81	36	35	7.6	9.5
Nonverbal-Total	.54	37	68	8.1	16.2
Numerical-Quantitative	.68	33	33	7.9	8.7
Total-Total	.81	105	68	19.7	16.2
GA-3-DE_2SCAT $5A_1$ Grade 5, n = 54					
Verbal-Verbal	.83	33	34	7.9	8.3
Nonverbal-Total	.75	36	66	6.2	14.5
Numerical-Quantitative	.77	32	32	9.0	7.9
Total-Total	.88	100	66	20.4	14.5

(Table continues)

Table A-21 (continued)

Tests	r	Mean GA	Mean SCAT	Stan.Dev. GA	Stan.Dev. SCAT
GA-3-CE_1SCAT $5A_2$ Grade 6, n = 92					
Verbal-Verbal	.76	42	40	6.2	6.4
Nonverbal-Total	.33	40	80	5.4	12.0
Numerical-Quantitative	.68	39	40	6.9	7.2
Verbal+Numerical-Total	.78	80	80	11.8	12.0
Total-Total	.73	121	80	15.0	12.0
GA-3-DE_1SCAT $5A_2$ Grade 6, n = 89					
Verbal-Verbal	.81	40	41	6.2	7.0
Nonverbal-Total	.62	40	81	5.5	13.3
Numerical-Quantitative	.76	39	40	7.8	7.5
Verbal+Numerical-Total	.84	79	81	12.3	13.3
Total-Total	.84	119	81	16.3	13.3
GA-4-CE_1SCAT $3A_2$ Grade 8, n = 84					
Verbal-Verbal	.80	41	41	6.8	10.4
Nonverbal-Total	.41	42	70	4.3	18.5
Numerical-Quantitative	.76	35	29	6.3	9.6
Verbal+Numerical-Total	.85	76	70	11.5	18.5
Total-Total	.81	118	70	14.1	18.5
GA-4-CE_2SCAT $3A_1$ Grade 8, n = 29					
Verbal-Verbal	.80	38	37	8.0	10.1
Nonverbal-Total	.64	40	66	5.6	18.9
Numerical-Quantitative	.81	37	29	8.6	9.8
Total-Total	.88	115	66	18.5	18.9
GA-4-DE_2SCAT $3A_1$ Grade 8, n = 27					
Verbal-Verbal	.83	41	42	6.3	9.4
Nonverbal-Total	.60	43	74	5.2	15.5
Numerical-Quantitative	.81	38	31	6.7	8.4
Total-Total	.81	122	74	15.2	15.5
GA-4-CE_2SCAT $3A_1$ Grade 9, n = 96					
Verbal-Verbal	.86	41	41	6.2	10.3
Nonverbal-Total	.62	42	71	5.5	16.8
Numerical-Quantitative	.71	36	30	7.4	8.8
Total-Total	.81	118	71	15.7	16.8
GA-4-CE_1SCAT $3A_2$ Grade 9, n = 68					
Verbal-Verbal	.88	39	38	7.2	10.2
Nonverbal-Total	.59	40	68	6.6	17.4
Numerical-Quantitative	.72	35	30	6.4	9.4
Total-Total	.84	114	68	17.2	17.4

Table A-21 (continued)

Tests	r	Mean GA	Mean SCAT	Stan. Dev. GA	Stan. Dev. SCAT
GA-4-DE_1-SCAT $3A_2$ Grade 8, n= 86					
Verbal-Verbal	.85	40	39	6.1	10.1
Nonverbal-Total	.54	43	69	4.9	16.4
Numerical-Quantitative	.71	37	29	5.9	8.4
Verbal+Numerical-Total	.87	77	69	10.2	16.4
Total-Total	.85	120	69	13.6	16.4
GA-4-DE_ISCAT $3A_2$ Grade 9, n= 70					
Verbal-Verbal	.84	39	39	7.5	10.5
Nonverbal-Total	.53	40	70	6.8	18.2
Numerical-Quantitative	.73	37	31	7.7	9.2
Total-Total	.82	116	70	19.4	18.2
GA-4-DE_2SCAT $3A_1$ Grade 9, n= 92					
Verbal-Verbal	.83	41	42	6.1	10.6
Nonverbal-Total	.55	42	75	5.1	17.0
Numerical-Quantitative	.76	38	33	6.8	8.6
Total-Total	.80	121	75	14.5	17.0
GA-4-DE_2SCAT $3A_1$ Grade 9, n= 71*					
Verbal+Numerical-Total	.83	77	73	11.1	18.0
Total-Total	.81	118	73	14.9	18.0
* Part of preceding group					
GA-5-CE_I-SCAT $2A_2$ Grade 10, n= 51					
Verbal-Verbal	.91	29	33	7.1	10.0
Nonverbal-Total					
Numerical-Quantitative	.80	24	28	7.9	9.5
Verbal+Numerical-Total	.90	53	61	13.1	17.4
Total-Total	.88	90	61	18.1	17.4
GA-5-CE_2SCAT $2A_1$ Grade 10, n= 42					
Verbal-Verbal	.73	32	38	5.8	8.6
Nonverbal-Total					
Numerical-Quantitative	.74	31	33	7.0	7.4
Verbal+Numerical-Total	.80	63	72	10.1	12.8
Total-Total	.81	102	72	12.0	12.8

(Table continues)

Table A-21 (continued)

Tests	r	Mean GA	Mean SCAT	Stan. Dev. GA	Stan. Dev. SCAT
GA-5-DE_1-SCAT $2A_2$ Grade 10, n = 50					
Verbal-Verbal	.90	28	33	9.1	10.5
Nonverbal-Total					
Numerical-Quantitative	.79	26	29	8.7	8.0
Verbal+Numerical-Total	.90	54	62	15.5	16.7
Total-Total	.85	90	62	19.1	16.7
GA-5-DE_2-SCAT $2A_1$ Grade 10, n = 41					
Verbal-Verbal	.84	34	39	5.7	7.9
Nonverbal-Total					
Numerical-Quantitative	.72	32	34	8.0	6.9
Verbal+Numerical-Total	.77	66	73	10.5	11.4
Total-Total	.76	105	73	12.6	11.4

Table A-22

Correlation of Inter-American Tests of General Ability, Levels 4 and 5, Form CE, with Differential Aptitude Tests (Verbal Reasoning, Numerical Ability, Abstract Reasoning, Mean of the Three)
Grade 9: Level 4, n = 135; Level 5, n = 146

Tests	Mean	Standard Deviation	Correlation with Differential Aptitude: Verbal R.	Num. Ab.	Abs. R.	Mean
GA-4-CE						
Verbal	37	7.8	.79	.67	.67	.66
Nonverbal	41	5.2	.48	.57	.61	.57
Numerical	31	9.6	.66	.82	.62	.62
Total	109	19.6	.76	.82	.73	.72
GA-5-CE						
Verbal	27	6.9	.73	.58	.48	.71
Nonverbal	37	6.8	.55	.45	.64	.67
Numerical	24	9.0	.48	.76	.45	.66
Total	87	18.7	.70	.74	.63	.83

	Level 4 Mean	Level 4 Stan.Dev.	Level 5 Mean	Level 5 Stan.Dev.
Differential Aptitude				
Verbal Reasoning	23	8.9	24	8.2
Number Ability	20	8.9	21	7.5
Abstract Reasoning	31	9.1	31	10.0
Mean of These	25	9.1	26	7.1

Table A-23

Correlation of Inter-American Tests of Reading, Level 2, with Stanford Achievement Primary II, Reading (Word Meaning and Paragraph Meaning)

Tests	r	Mean Int.-Am	Mean Stanf.	Stand. Dev. Int.-Am.	Stand. Dev. Stanf.
R-2-CE with Stanford$_2$	Grade 2, n = 35				
Vocab. - Wd Mean	.77	26	17	7 2	6.8
Speed - Par Mean	.70	11	27	5.9	11.9
Level - Par Mean	.79	22	27	7.0	11.9
Total - Wd & Par	.88	59	43	18.6	17.9
R-2-CE with Stanford$_1$	Grade 2, n = 98				
Vocab. - Wd Mean	.71	24	15	7.6	6.8
Speed - Par Mean	.45	11	26	6.2	11.4
Level - Par Mean	.73	22	26	6.5	11.4
Total - Wd & Par	.77	58	41	17.8	17.2
R-2-CE with Stanford$_1$	Grade 3, n = 103				
Vocab. - Wd Mean	.80	32	24	5.6	6.7
Speed - Par Mean	.57	18	41	6.7	9.9
Level - Par Mean	.72	30	41	6.1	9.9
Total - Wd & Par	.78	80	65	16.0	15.8
R-2-CE with Stanford$_2$	Grade 3, n = 39				
Vocab. - Wd Mean	.66	33	25	3.8	5.8
Speed - Par Mean	.58	16	39	5.9	10.4
Level - Par Mean	.52	30	39	5.8	10.4
Total - Wd & Par	.64	79	64	13.2	15.4
R-2-DE with Stanford$_2$	Grade 2, n = 33				
Vocab. - Wd Mean	.88	28	18	5.9	7.1
Speed - Par Mean	.58	11	28	5.2	12.9
Level - Par Mean	.77	23	28	6.5	12.9
Total - Wd & Par	.86	62	46	15.8	19.3
R-2-DE with Stanford$_1$	Grade 2, n = 102				
Vocab. - Wd Mean	.75	25	15	6.9	6.8
Speed - Par Mean	.30	12	27	5.2	11.5
Level - Par Mean	.69	23	27	6.0	11.5
Total - Wd & Par	.76	60	42	15.2	17.5
R-2-DE with Stanford$_1$	Grade 3, n = 100				
Vocab. - Wd Mean	.81	33	24	5.8	7 3
Speed - Par Mean	.49	17	41	6.9	12.2
Level - Par Mean	.77	30	41	6.8	12.2
Total - Wd & Par	.82	80	65	16.4	19.0
R-2-DE with Stanford$_2$	Grade 3, n = 46				
Vocab. - Wd Mean	85	33	23	5.6	6.4
Speed - Par Mean	.50	14	36	5.9	10.9
Level - Par Mean	.76	28	36	6.4	10.9
Total - Wd & Par	.80	75	59	16.0	16.5

Table A-24

Correlation of Inter-American Tests of Reading with STEP Reading (Raw Score)

Tests	r	Mean	Stan. Dev.	Tests	r	Mean	Stan. Dev.
R-3-CE with Step $4A_1$ Grade 4, n = 33				R-3-CE with Step $4A_2$ Grade 4, n = 55			
Vocabulary	.71	16	8.4	Vocabulary	.76	17	7.0
Speed	.70	10	5.4	Speed	.72	12	7.2
Level	.81	20	9.1	Level	.83	24	11.6
Total	.78	46	22.1	Total	84	53	23.9
Step 4A		42	13.4	Step 4A		46	13.5
R-3-CE with Step $4A_2$ Grade 5, n = 59				R-3-CE with Step $4A_1$ Grade 5, n = 41			
Vocabulary	.70	24	8.0	Vocabulary	.84	22	10.5
Speed	.77	15	5.0	Speed	.74	14	7.1
Level	.82	29	10.8	Level	.83	26	11.2
Total	.83	68	22.2	Total	.85	62	27.6
Step 4A		52	9.5	Step 4A		48	15.1
R-3-CE with Step $4A_2$ Grade 6, n = 53				R-3-CE with Step $4A_1$ Grade 6, n = 44			
Vocabulary	.59	30	7.6	Vocabulary	.78	28	10.5
Speed	.26	20	5.6	Speed	.80	17	7.3
Level	.72	35	7.8	Level	.84	32	10.6
Total	.63	85	18.4	Total	.85	78	27.0
Step 4A		57	7.4	Step 4A		53	12.0
R-3-DE with Step $4A_2$ Grade 4, n = 51				R-3-DE with Step $4A_1$ Grade 4, n = 33			
Vocabulary	.63	18	6.9	Vocabulary	.80	19	8.0
Speed	.70	12	5.1	Speed	.75	12	5.6
Level	.80	24	8.7	Level	.82	23	9.4
Total	.78	54	19.0	Total	.85	54	21.5
Step 4A		47	12.6	Step 4A		45	13.1
R-3-DE with Step $4A_1$ Grade 5, n = 40				R-3-DE with Step $4A_2$ Grade 5, n = 57			
Vocabulary	.84	24	10.3	Vocabulary	.62	23	8.2
Speed	.73	15	7.0	Speed	.71	15	5.4
Level	.88	27	11.6	Level	.80	28	817
Total	.88	66	27.2	Total	.77	66	20.7
Step 4A		48	16.0	Step 4A		50	10.3
R-3-DE with Step $4A_2$ Grade 6, n = 48				R-3-DE with Step $4A_1$ Grade 6, n = 47			
Vocabulary	.69	31	7.4	Vocabulary	.70	31	9.0
Speed	.46	21	6.9	Speed	.67	18	6.3
Level	.72	35	8.0	Level	.78	32	11.2
Total	.69	87	20.4	Total	.77	80	24.8
Step 4A		56	7.9	Step 4A		51	12.7

(Table continues)

Table A-24 (continued)

Tests	r	Mean	Stan. Dev.	Tests	r	Mean	Stan. Dev.
R-4-CE with Step $3A_1$ Grade 7, n= 63				R-4-CE with Step $3A_2$ Grade 7, n = 80			
Vocabulary	.72	23	6.5	Vocabulary	.74	23	6.4
Speed	.57	12	4.7	Speed	.68	14	5.6
Level	.78	25	8.1	Level	.83	26	8.6
Total	.81	60	17.0	Total	.83	63	18.9
Step 3A		41	9.8	Step 3A		40	11.0
R-4-CE with Step $3A_1$ Grade 8, n= 60				R-4-CE with Step $3A_2$ Grade 8, n =77			
Vocabulary	.75	28	5.7	Vocabulary	.70	26	6.0
Speed	.65	19	5.5	Speed	.67	17	6.1
Level	.69	30	7.1	Level	.70	27	7.6
Total	.81	77	15.7	Total	.76	69	18.0
Step 3A		48	8.8	Step 3A		43	9.6
R-4-CE with Step $3A_1$ Grade 9, n= 49				R-4-CE with Step $3A_2$ Grade 9, n =85			
Vocabulary	.61	29	5.5	Vocabulary	.60	29	5.9
Speed	.61	18	5.2	Speed	.51	18	5.5
Level	.77	30	6.6	Level	.72	30	7.0
Total	.76	77	15.4	Total	.72	77	15.9
Step 3A		49	7.4	Step 3A		49	8.0
R-4-DE with Step $3A_1$ Grade 7, n= 61				R-4-DE with Step $3A_2$ Grade 7, n =78			
Vocabulary	.83	24	8.6	Vocabulary	.73	23	7.4
Speed	.73	15	7.1	Speed	.66	13	6.3
Level	.78	27	9.2	Level	.81	26	9.6
Total	.85	66	22.9	Total	.79	63	21.8
Step 3A		43	11.5	Step 3A		40	10.5
R-4-DE with Step $3A_1$ Grade 8, n= 55				R-4-DE with Step $3A_2$ Grade 8, n =72			
Vocabulary	.65	29	6.0	Vocabulary	.67	26	7.1
Speed	.54	19	6.0	Speed	.73	17	6.6
Level	.64	30	7.4	Level	.81	29	9.0
Total	.72	78	16.5	Total	.81	72	20.9
Step 3A		48	6.5	Step 3A		43	10.1
R-4-DE with Step $3A_2$ Grade 9, n= 76				R-4-DE with Step $3A_1$ Grade 9, n =51			
Vocabulary	.47	28	6.0	Vocabulary	.68	30	6.0
Speed	.55	17	5.7	Speed	.61	18	4.7
Level	.65	31	7.2	Level	.73	34	7.4
Total	.62	75	17.2	Total	.76	82	16.2
Step 3A		47	8.8	Step 3A		49	8.4

(Table continues)

Table A-24 (continued)

Tests	r	Mean	Stan. Dev.	Tests	r	Mean	Stan. Dev
R-5-CE with Step $2A_1$ Grade 10, n= 48				R-5-CE with Step $2A_2$ Grade 10, n= 39			
Vocabulary	.79	28	7.1	Vocabulary	.82	27	7.3
Speed	.63	12	4.2	Speed	.69	14	4.8
Level	.75	24	7.6	Level	.82	25	8.2
Total	.81	65	17.2	Total	.84	67	19.2
Step 2A		48	11.7	Step 2A		47	12.9
R-5-CE with Step $2A_2$ Grade 11, n= 49				R-5-CE with Step $2A_1$ Grade 11, n= 50			
Vocabulary	.71	30	6.6	Vocabulary	.73	30	7.0
Speed	.72	14	5.9	Speed	.64	14	4.6
Level	.74	28	7.6	Level	.76	24	8.6
Total	.77	72	18.8	Total	.82	68	17.7
Step 2A		50	8.9	Step 2A		49	9.0
R-5-CE with Step $2A_2$ Grade 12, n= 28				R-5-CE with Step $2A_1$ Grade 12, n= 86			
Vocabulary	.75	31	6.5	Vocabulary	.61	33	5.7
Speed	.63	15	3.9	Speed	.52	15	4.1
Level	.79	28	7.3	Level	.63	29	6.6
Total	.81	74	16.3	Total	.71	77	13.6
Step 2A		49	8.7	Step 2A		53	7.2
R-5-DE with Step $2A_2$ Grade 10, n= 37				R-5-DE with Step $2A_1$ Grade 10, n= 76			
Vocabulary	.83	29	6.0	Vocabulary	.78	29	6.3
Speed	.70	14	4.3	Speed	.77	15	4.5
Level	.79	27	7.2	Level	.76	29	6 8
Total	.87	70	15.7	Total	.85	73	15.9
Step 2A		46	10.3	Step 2A		50	10.2
R-5-DE with Step $2A_2$ Grade 11, n= 49				R-5-DE with Step $2A_1$ Grade 11, n= 55			
Vocabulary	.57	29	7.4	Vocabulary	.78	28	6.9
Speed	.64	14	4.9	Speed	.60	15	5.0
Level	.68	27	6.9	Level	.61	25	8.7
Total	.69	70	17.6	Total	.74	68	18.4
Step 2A		49	9.8	Step 2A		49	10.2
R-5-DE with Step $2A_2$ Grade 12, n= 30				R-5-DE with Step $2A_1$ Grade 12, n= 74			
Vocabulary	.77	29	7.5	Vocabulary	.75	31	6.8
Speed	.64	16	5.5	Speed	.60	15	4.6
Level	.62	28	6.0	Level	.73	29	6.8
Total	.74	73	17.7	Total	.79	76	16.3
Step 2A		50	9.2	Step 2A		52	8.9

(Table continues)

Table A-24 (continued)

Tests	r	Mean	Stan. Dev.	Tests	r	Mean	Stan. Dev.
R-5-CE with Step $1A_1$ College, n = 39				R-5-CE with Step $1A_2$ College, n = 35			
Vocabulary	.48	35	5.0	Vocabulary	.61	34	5.7
Speed	.65	15	5.6	Speed	.59	15	4.9
Level	.71	29	7.3	Level	.77	29	6.4
Total	.72	79	15.7	Total	.75	78	15.0
Step 1A		49	9.6	Step 1A		50	8.8
R-5-DE with Step $1A^*_2$ College, n = 77				R-5-DE with Step $1A^*_1$ College, n = 86			
Vocabulary	.67	31	6.7	Vocabulary	.57	35	5.5
Speed	.66	15	4.4	Speed	.65	18	5.4
Level	.65	30	6.0	Level	.72	34	6.4
Total	.77	76	14.8	Total	.74	87	15.3
Step 1A		303*	13.2	Step 1A		309*	12.9

*Converted STEP score used in correlation with R-5-DE

Table A-25
Correlation of Inter-American Tests of General Ability, Level 2,
Forms CE and DE, and Otis Alpha with Teachers' Marks
Grade 2, n = 45

Test	Mean	Standard Deviation	Correlation with Teachers' Marks: Reading	Arithmetic	Mean
GA-2-CE					
Verbal-Numerical	37	6.3	.37	.49	.45
Nonverbal	28	4.4	.37	.30	.34
Total	64	9.1	.43	.48	.48
GA-2-DE					
Verbal-Numerical	38	5.6	.40	.41	.40
Nonverbal	29	5.1	.46	.47	.47
Total	67	9.5	.48	.50	.49
Otis Alpha					
Verbal	67	8.3	.26	.44	.36
Nonverbal	59	8.6	.25	.36	.35
Total	126	14.8	.29	.46	.41
Teachers' Marks					
Reading	3.5	.87			
Arithmetic	3.2	.98			
Mean: Reading and Arithmetic	3.4	.89			

Order of test administration: Otis, GA-2-CE, GA-2-DE.
Highest coefficients are underlined.

Table A-26
Correlation of Inter-American Tests of General Ability, Level 2,
and Otis Alpha with Teachers' Marks and Iowa Tests of Basic Skills
Grade 3, n = 23

Test	Mean	Standard Deviation	Correlation with: Teachers' Marks	Iowa Basic Skills: Vocab.	Read.C.	Lang.	Arith.	Comp.
GA-2-CE								
Verbal-Numerical	43	4.7	.27	.12	.18	.15	.40	.28
Nonverbal	28	4.1	.13	.24	.13	.20	.14	.23
Total	71	7.5	.24	.21	.18	.20	.32	.30
GA-2-DE								
Verbal-Numerical	45	4.9	.65	.52	.53	.49	.58	.60
Nonverbal	31	4.2	.18	.32	.20	.24	-.02	.17
Total	76	7.8	.50	.49	.44	.44	.35	.47
Otis Alpha								
Verbal	58	6.1	.56	.46	.50	.46	.45	.60
Nonverbal	67	9.6	.29	.31	.20	.50	.20	.34
Total	125	12.6	.57	.50	.47	.59	.44	.62
Teachers' Marks	2.8	.96						
Iowa Basic Skills								
Vocabulary	53	18.5						
Reading Comprehension	47	22.2						
Language	45	24.0						
Arithmetic	47	24.6						
Composite	50	20.4						

Order of test administration: GA-2-CE, GA-2-DE, Otis.
Highest coefficients are underlined.

Table A-27
Correlation of Inter-American Tests of General Ability, Levels 2 and 3, Form CE, with Teachers' Marks and Metropolitan Achievement Tests, Form A (Median Grade Placement and Mean Stanine of Subtests)
Grade 4, n = 95

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Correlation with Metropolitan Achievement Grade Pl.	Correlation with Metropolitan Achievement Stanine
GA-2-CE					
Verbal-Numerical	49	6.1	.69	.71	.73
Nonverbal	32	4.7	.60	.51	.60
Total	81	9.7	.72	.69	.75
GA-3-CE					
Verbal	31	9.2	.81	.86	.87
Nonverbal	38	7.6	.66	.65	.70
Numerical	27	7.8	.70	.71	.75
Total	96	22.4	.80	.82	.85
Teachers' Marks	3.8	.88		.83	.84
Metropolitan Achievement					
Median Grade Placement	4.4	.94			
Mean Stanine	5.6	1.6			

Order of test administration: GA-2-CE, GA-3-CE.
Highest coefficients are underlined.

Table A-28
Correlation of Inter-American Tests of General Ability, Levels 2 and 3, Form CE, with Teachers' Marks (Reading, Language, Arithmetic, and Mean of the Three)
Grade 4, n = 102

Test	Mean	Standard Deviation	Correlation with Teachers' Marks Reading	Language	Arithmetic	Mean
GA-2-CE						
Verbal-Numerical	51	5.4	.61	.57	.59	.63
Nonverbal	30	4.7	.32	.25	.33	.32
Total	81	8.6	.56	.50	.55	.58
GA-3-CE						
Verbal	31	8.2	.69	.52	.55	.63
Nonverbal	33	7.1	.41	.43	.43	.46
Numerical	23	7.8	.52	.47	.54	.55
Total	88	19.8	.64	.56	.59	.64
Teachers' Marks						
Reading	3.5	1.0				
Language	3.7	1.0				
Arithmetic	3.5	1.2				
Mean of These	3.6	1.0				

Order of test administration: GA-2-CE, GA-3-CE.
Highest coefficients are underlined.

Table A-29
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and Iowa Test of Basic Skills (Reading, Arithmetic, Composite Score)
Grade 6: GA-3-CE, n = 33; GA-4-CE, n = 39

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Iowa Test of Basic Skills Reading	Arithmetic	Composite
GA-3-CE						
Verbal	44	7.6	.46	.68	.56	.73
Nonverbal	41	4.7	.41	.29	.23	.35
Numerical	40	6.1	.46	.49	.55	.58
Total	125	15.8	.52	.61	.56	.68
GA-4-CE						
Verbal	33	9.1	.66	.90	.76	.88
Nonverbal	36	7.8	.57	.72	.64	.68
Numerical	28	7.3	.64	.72	.84	.81
Total	97	21.1	.72	.91	.86	.92

	Level 3 Mean	Level 3 Stan. Dev.	Level 4 Mean	Level 4 Stan. Dev.
Teachers' Marks	3.6	.86	3.7	.89
Iowa Basic Skills				
Reading	70	14.7	70	13.7
Arithmetic	69	10.3	67	13.8
Composite	70	12.1	70	13.9

Highest coefficients are underlined.

Table A-30
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and SRA Achievement Tests (Reading, Science, Arithmetic Computation)
Grade 6: GA-3-CE, n = 25; GA-4-CE, n = 32

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	SRA Achievement Tests Reading	Science	Ar.Comp.	Mean
GA-3-CE							
Verbal	41	4.8	.38	.51	.31	.33	.47
Nonverbal	38	5.2	.22	.30	.25	.37	.36
Numerical	38	7.1	.24	.34	.21	.49	.39
Total	118	15.3	.30	.42	.28	.46	.45
GA-4-CE							
Verbal	31	8.0	.70	.84	.70	.55	.83
Nonverbal	34	6.2	.36	.54	.39	.26	.48
Numerical	23	8.3	.46	.58	.62	.64	.68
Total	88	19.2	.61	.78	.69	.59	.79

	Level 3 Mean	Level 3 Stan. Dev.	Level 4 Mean	Level 4 Stan. Dev.
Teachers' Marks	2.7	.78	3.1	.75
SRA Achievement Tests				
Reading	76	20.9	78	25.5
Science	80	20.8	77	19.7
Arith. Computation	74	13.2	69	9.7
Mean of These	77	15.3	75	16.2

Highest coefficients are underlined.

Table A-31
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and SRA Achievement Tests
(Language Arts, Arithmetic, Reading and Mean of the Three)
Grade 6: Level 3, n = 21; Level 4, n = 26

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	SRA Achievement Language	Arith.	Reading	Mean
GA-3-CE							
Verbal	34	11.0	.69	.78	.66	.88	.85
Nonverbal	38	7.0	.58	.62	.49	.66	.65
Numerical	34	8.0	.65	.72	.75	.77	.81
Total	106	24.1	.70	.77	.70	.85	.85
GA-4-CE							
Verbal	30	11.7	.72	.88	.89	.91	.93
Nonverbal	36	7.7	.25	.38	.68	.59	.57
Numerical	27	10.1	.59	.77	.87	.79	.84
Total	94	26.1	.62	.80	.93	.89	.91
Teachers' Marks*, Level 3	8.9	2.15					
Level 4	10.9	2.13					

SRA Achievement	Level 3 Mean	Stan. Dev.	Level 4 Mean	Stan. Dev.
Language Arts	66	23.7	85	26.6
Arithmetic	69	17.7	84	21.9
Reading	69	25.0	89	29.7
Mean of These	68	20.5	86	25.0

Highest coefficients are underlined.

*Range 1-15

Table A-32
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and SRA Achievement Tests
(Language Arts, Arithmetic, Reading, and Mean of the Three)
Grade 7: Level 3, n = 29; Level 4, n = 31

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	SRA Achievement Language	Arith.	Reading	Mean
GA-3-CE							
Verbal	43	7.2	.46	.80	.74	.85	.83
Nonverbal	42	4.5	.25	.34	.40	.23	.33
Numerical	43	6.0	.59	.79	.84	.68	.79
Total	129	14.7	.54	.82	.82	.76	.83
GA-4-CE							
Verbal	34	11.0	.76	.94	.91	.89	.95
Nonverbal	37	9.6	.60	.62	.66	.59	.65
Numerical	31	10.8	.74	.90	.91	.78	.89
Total	102	28.7	.77	.91	.91	.83	.92
Teachers' Marks*, Level 3	10.0	2.23					
Level 4	9.7	2.33					

SRA Achievement	Level 3 Mean	Stan. Dev.	Level 4 Mean	Stan. Dev.
Language Arts	98	29.6	99	30.3
Arithmetic	95	23.3	94	25.7
Reading	101	28.5	100	28.8
Mean of These	98	26.2	98	27.2

Highest coefficients are underlined.

*Range 1-15

Table A-33
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and Iowa Test of Educational Development (Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, and Composite Score)
Grade 7: GA-3-CE, n = 52; GA-4-CE, n = 53

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Iowa Test of Ed. Development Expression	Quan.Th.	Composite
GA-3-CE						
Verbal	46	3.9	.41	.55	.36	.58
Nonverbal	43	4.0	.27	.33	.29	.45
Numerical	42	5.0	.54	.42	.45	.51
Total	131	10.4	.52	.53	.46	.64
GA-4-CE						
Verbal	36	5.5	.38	.51	.55	.61
Nonverbal	38	6.5	.29	.36	.25	.41
Numerical	31	7.6	.61	.56	.55	.56
Total	106	15.2	.57	.62	.58	.68

	Level 3 Mean	Level 3 Stan. Dev.	Level 4 Mean	Level 4 Stan. Dev.
Teachers' Marks	3.2	.87	3.1	.87
Iowa Test of Ed. Dev.				
Expression	67	21.1	66	21.0
Quan. Thinking	59	22.1	62	23.5
Composite	69	20.0	69	17.0

Highest coefficients are underlined.

Table A-34
Correlation of Inter-American Tests of General Ability, Levels 3 and 4, Form CE, with Teachers' Marks and STEP (Mathematics, Science, Reading)
Grade 7: GA-3-CE, n = 28; GA-4-CE, n = 26

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	STEP Math.	Science	Reading	Mean
GA-3-CE							
Verbal	39	7.7	.58	.34	.57	.71	.69
Nonverbal	38	7.5	.22	.49	.27	.37	.46
Numerical	35	8.3	.44	.34	.36	.41	.46
Total	112	19.8	.49	.46	.47	.59	.63
GA-4-CE							
Verbal	26	8.4	.73	.64	.76	.79	.82
Nonverbal	32	7.1	.32	.38	.23	.23	.30
Numerical	21	7.3	.33	.52	.38	.51	.52
Total	80	17.1	.63	.69	.63	.70	.75

	Level 3 Mean	Level 3 Stan. Dev.	Level 4 Mean	Level 4 Stan. Dev.
Teachers' Marks	2.3	.87	2.2	.68
STEP				
Mathematics	250	8.5	249	12.6
Science	257	9.9	259	13.0
Reading	261	13.1	260	17.9
Mean of These	256	8.6	256	13.2

Highest coefficients are underlined.

Table A-35
Correlation of Inter-American Tests of General Ability, Level 4, Form CE, and California Test of Mental Maturity (IQ's) with Teachers' Marks and Iowa Test of Basic Skills (Grade Equivalent)
Grade 7, n = 18

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Correlation with ITBS
GA-4-CE				
Verbal	32	6.6	.65	.82
Nonverbal	37	8.1	.63	.49
Numerical	29	8.6	.85	.70
Total	99	19.7	.85	.79
Cal. Test of Mental Maturity	108	11.1	.61	.82
Teachers' Marks	3.4	.83		
Iowa Test of Basic Skills	88	14.0		

Highest coefficients are underlined.

Table A-36
Correlation of Inter-American Tests of General Ability, Level 4, Form CE, and California Test of Mental Maturity (IQ's) with Teachers' Marks, Iowa Test of Basic Skills, and Iowa Test of Educational Development
Grade 8, n = 24

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Correlation with ITBS	Correlation with ITED
GA-4-CE					
Verbal	38	6.9	.60	.83	.77
Nonverbal	41	4.1	.38	.51	.50
Numerical	36	6.1	.44	.50	.51
Total	115	13.9	.60	.78	.75
Cal. Test of Mental Maturity	112	9.5	.34	.61	.60
Teachers' Marks	3.3	.73			
Iowa Test of Basic Skills	8.9	1.3			
Iowa Test of Ed. Development	14	4.0			

Highest General Ability coefficients are underlined.

Table A-37
Correlation of Inter-American Tests of General Ability, Level 4, Form CE, and School and College Ability Test 3A with Teachers' Marks and SRA High School Placement Test (Reading, Arithmetic, Language Arts, and Mean of the Three)
Grade 8, n = 29

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	SRA HS Placement Reading	Arith.	Language	Mean
CA-4-CE							
Verbal	38	8.0	.70	.83	.55	.58	.75
Nonverbal	40	5.6	.60	.58	.45	.47	.57
Numerical	37	8.6	.65	.59	.89	.63	.81
Total	115	18.5	.79	.81	.79	.69	.88
SCAT							
Verbal	37	10.1	.80	.87	.68	.69	.85
Quantitative	29	9.8	.80	.76	.85	.76	.91
Total	66	18.9	.84	.86	.80	.76	.92
Teachers' Marks	3.0	1.0					
SRA HS Placement							
Reading	67	24.3					
Arithmetic	72	24.3					
Language	60	22.9					
Mean of These	66	20.9					

Highest coefficients are underlined.

Table A-38
Correlation of Inter-American Tests of General Ability, Levels 4 and 5, Form CE, and Differential Aptitude Tests (Verbal Reasoning plus Number Ability) with Teachers' Marks and CAT (Reading, Arithmetic, Language, Mean of These)
Grade 9: Level 4, n = 83; Level 5, n = 70

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	CAT Reading	CAT Arith.	CAT Language	CAT Mean
GA-4-CE							
Verbal	34	9.7	.62	.86	.69	.70	.81
Nonverbal	40	6.6	.49	.55	.60	.51	.59
Numerical	30	8.6	.65	.67	.73	.69	.75
Total	103	21.8	.68	.81	.78	.74	.83
Differential Aptitude (VR + NA)	35	27.2	.67	.81	.75	.69	.81
GA-5-CE							
Verbal	24	7.5	.45	.85	.68	.63	.79
Nonverbal	35	7.5	.50	.64	.53	.53	.63
Numerical	20	7.5	.56	.66	.75	.61	.72
Total	79	19.3	.59	.83	.76	.69	.83
Differential Aptitude (VR + NA)	38	26.4	.55	.78	.73	.64	.79

	Level 4 Mean	Level 4 Stan. Dev.	Level 5 Mean	Level 5 Stan. Dev.
Teachers' Marks	3.5	.86	3.6	.80
CAT				
Reading	7.9	1.8	8.0	1.6
Arithmetic	8.0	1.4	8.0	1.4
Language	7.9	1.8	8.0	1.7
Mean of These	7.9	1.5	8.0	1.4

Highest coefficients are underlined.

Table A-39
Correlation of Inter-American Tests of General Ability, Levels 4 and 5, Form CE, and Differential Aptitude Tests (Verbal Reasoning, Number Ability, Abstract Reasoning, Mean of These) with Teachers' Marks
Grade 9: Level 4, n = 135; Level 5, n = 146

Test	Level 4 Mean	Level 4 Standard Deviation	Level 4 Correlation with Teachers' Marks	Level 5 Mean	Level 5 Standard Deviation	Level 5 Correlation with Teachers' Marks
General Ability						
Verbal	37	7.8	.52	27	6.9	.54
Nonverbal	41	5.2	.34	37	6.8	.41
Numerical	31	9.6	.64	24	9.0	.54
Total	109	19.6	.62	87	18.7	.61
Differential Aptitude						
Verbal Reasoning	23	8.9	.55	24	8.2	.51
Number Ability	20	8.9	.65	21	7.5	.53
Abstract Reasoning	31	9.1	.48	31	10.0	.44
Mean of These	25	9.1	.49	26	7.1	.59
Teachers' Marks	3.7	.68		3.7	.63	

Highest coefficients are underlined.

Table A-40
Correlation of Inter-American Tests of General Ability, Levels 4 and 5, Form CE, with Teachers' Marks (English and Mean of Two to Five Subjects Including English)
Grade 9: Level 4, n = 36; Level 5, n = 35

Test	Mean	Standard Deviation	Correlation with Teachers' Marks: English	Mean
GA-4-CE				
Verbal	37	8.6	.67	.49
Nonverbal	38	8.0	.45	.39
Numerical	32	8.2	.63	.71
Total	107	22.5	.65	.59
GA-5-CE				
Verbal	27	8.1	.73	.56
Nonverbal	36	6.9	.44	.50
Numerical	23	8.0	.40	.28
Total	86	19.2	.64	.53

	Level 4 Mean	Level 4 Stan. Dev.	Level 5 Mean	Level 5 Stan. Dev.
Teachers' Marks				
English	3.6	.59	3.4	.64
Mean of 2 to 5 Subjects	3.4	.64	3.2	.70

Highest coefficients are underlined.

Table A-41
Correlation of Inter-American Tests of General Ability, Levels 4 and 5, Form CE, with Teachers' Marks and California Achievement Tests (Arithmetic, Reading, Language, and Mean of the Three)
Grade 10: Level 4, n = 30; Level 5, n = 25

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	California Achievement: Arithmetic	Read.	Language	Mean
GA-4-CE							
Verbal	38	8.5	.59	.78	.91	.83	.95
Nonverbal	41	5.8	.35	.49	.66	.65	.68
Numerical	31	8.6	.52	.73	.45	.51	.63
Total	110	19.8	.58	.80	.78	.77	.88
GA-5-CE							
Verbal	31	8.9	.51	.66	.89	.53	.81
Nonverbal	36	7.5	.37	.79	.77	.29	.70
Numerical	25	8.6	.35	.67	.54	.23	.53
Total	92	21.7	.47	.80	.84	.41	.78

	Level 4 Mean	Level 4 Stan. Dev.	Level 5 Mean	Level 5 Stan. Dev.
Teachers' Marks	3.2	.77	3.2	.83
California Achievement				
Arith. (grade level)	9.8	1.3	10.0	1.0
Reading	9.8	1.4	10.0	1.2
Language	9.1	1.3	9.1	1.4
Mean of These	9.5	1.2	9.7	1.0

Highest coefficients are underlined.

Table A-42
Correlation of Inter-American Tests of General Ability, Level 5, Form CE, and School and College Ability Test 2A with Teachers' Marks and Iowa Tests of Educational Development (Quantitative Thinking, General Vocabulary, Composite of 8 Tests)
Grade 10, n = 28; Grade 11, n = 16

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	I.T.E.D. Quant.	I.T.E.D. Vocab.	I.T.E.D. Composite
Grade 10						
GA-5-CE						
Verbal	29	7.8	.51	.66	86	.88
Nonverbal	36	7.3	.47	.56	.68	.73
Numerical	22	8.3	.59	.83	.70	.76
Total	87	20.9	.59	.77	.84	.88
SCAT						
Verbal	33	10.2	.45	.60	.91	.91
Quantitative	27	10.1	.66	.84	.55	.71
Total	60	17.7	.63	.82	.84	.92
Teachers' Marks	3.5	.72				
ITED						
Quantitative Thinking	14	5.5				
General Vocabulary	15	5.1				
Composite of 8 Tests	15	5.0				
Grade 11						
GA-5-CE						
Verbal	34	6.7	.52	.67	.70	.91
Nonverbal	40	5.4	-.13	.55	.41	.45
Numerical	25	9.8	.37	.84	.48	.64
Total	99	18.7	.35	.84	.62	.79
SCAT						
Verbal	40	10.2	.25	.47	.73	.85
Quantitative	30	9.9	.48	.89	.35	.69
Total	70	17.0	.43	.80	.64	.91
Teachers' Marks	3.7	.67				
ITED						
Quantitative Thinking	17	5.0				
General Vocabulary	18	4.3				
Composite of 8 Tests	19	4.2				

Highest coefficients are underlined.

Table A-43
Correlation of Inter-American Tests of General Ability, Level 5, Form CE,
Differential Aptitude Tests (Verbal, Numerical, and V + N),
Lorge-Thorndike (Verbal, Nonverbal, and V + Nv), and School and College Ability Tests
with Teachers' Marks
Grade 10, n = 14

Test	Mean	Standard Deviation	Correlation with Teachers' Marks
GA-5-CE			
Verbal	29	5.0	.55
Nonverbal	37	5.6	.28
Numerical	26	5.7	.62
Total	92	12.1	.65
Differential Aptitude			
Verbal Reasoning	20	9.4	.45
Number Ability	17	7.2	.48
V + N	37	15.8	.48
Lorge-Thorndike			
Verbal	46	9.4	.63
Nonverbal	49	5.1	.06
V + Nv	95	12.0	.51
SCAT			
Verbal	32	9.1	.53
Quantitative	28	8.6	.64
Total	60	16.5	.63
Teachers' Marks	3.3	.68	

Highest coefficient is underlined.

Table A-44
Correlation of Inter-American Tests of General Ability, Level 5, Form CE,
Differential Aptitude Tests (Verbal Reasoning, Number Ability, V + N), and
School and College Ability Test with Teachers' Marks and Metropolitan Achievement Tests
(Reading, Language, Mathematical Analysis and Problem Solving)
Grade 11, n = 20

Test	Mean	Standard Deviation	Correlation with Teachers' Marks	Metropolitan Achievement Reading	Language	Math
GA-5-CE						
Verbal	30	7.6	.49	.82	.56	.51
Nonverbal	37	5.8	.31	.39	.40	.29
Numerical	26	6.8	.47	.33	.30	.70
Total	93	16.2	.54	.66	.53	.64
Differential Aptitude						
Verbal Reasoning	19	6.2	.07	.37	.29	.53
Number Ability	17	6.3	.39	.46	.29	.56
V + N	36	10.7	.27	.48	.33	.63
SCAT						
Verbal	33	9.1	.09	.60	.17	.32
Quantitative	31	6.3	.58	.50	.27	.68
Total	64	12.8	.35	.67	.25	.56
Teachers' Marks	3.3	.61				
Metropolitan Achievement						
Reading	53	9.5	.26			
Language	43	10.1	.53			
Mathematics A & P	54	10.7	.42			

Highest coefficients are underlined.

Table A-45
Percentile Equivalents of Scores of Inter-American
Tests of General Ability, Level 1, Ages 6 and 7, Estimated from
Goodenough-Harris Draw A Man Equivalents
Grade 1: Form CE, n = 226; Form DE, n = 216

Scores	Verbal-Numerical		Nonverbal		Total	Percentiles		Total	Percentiles	
GA-1-CE	Age 6	Age 7	Age 6	Age 7	GA-1-CE	Age 6	Age 7	GA-1-CE	Age 6	Age 7
38	99	90	99	97						
36	94	79	98	89	72	99	96	38	31	16
34	86	64	94	79	70	98	90	36	28	15
32	77	53	86	64	68	96	81	34	25	14
30	66	42	75	50	66	90	70	32	23	13
28	53	30	66	42	64	82	58	30	21	11
26	43	23	59	36	62	76	51	28	19	9
24	36	19	52	29	60	71	46	26	16	8
22	30	16	46	25	58	67	43	24	14	7
20	23	13	39	21	56	63	39	22	12	6
18	19	9	36	19	54	59	35	20	10	5
16	14	7	32	17	52	55	32	18	8	4
14	9	5	27	14	50	52	29	16	6	3
12	6	3	23	13	48	48	26	14	4	2
10	3	1	21	11	46	43	24	12	2	1
8	1		17	8	44	39	22	10	1	
6			13	6	42	36	20			
4			8	4	40	34	18			
GA-1-DE										
36	98	86	98	86	72			38	23	13
34	91	73	91	73	70	98	88	36	21	11
32	82	57	82	57	68	96	81	34	18	9
30	67	43	73	48	66	91	73	32	14	7
28	52	30	63	39	64	85	62	30	13	6
26	40	22	54	31	62	77	54	28	11	5
24	30	16	48	26	60	72	47	26	9	4
22	22	12	41	22	58	67	43	24	7	4
20	13	7	36	19	56	61	38	22	6	3
18	9	4	31	16	54	55	32	20	4	2
16	6	3	26	14	52	52	29	18	3	2
14	4	2	21	11	50	47	26	16	3	1
12	3	1	17	8	48	42	23	14	2	1
10	2	1	13	6	46	38	21	12	2	1
8	1	1	10	5	44	35	19	10	1	1
6	1	1	7	4	42	32	17			
4			4	2	40	28	15			

Table A-46
Percentile Norms: Inter-American Tests of General Ability,
Level 1, Abbreviated Edition Grade 1: n = 191 (3 cities)

Verbal-Numerical			Nonverbal			Total		
GA-1-CE-A	GA-1-DE-A*	%iles	GA-1-CE-A	GA-1-DE-A*	%iles	GA-1-CE-A	GA-1-DE-A*	%iles
							55	99
30	30		30	30	99	54	54	98
	29	99		29	98		53	97
28	28	98	28	28	96	52	52	96
	27	97		27	94		51	94
26	26	95	26	26	90	50	50	92
	25	92		25	85		49	89
24	25	87	24	24	79	48	48	86
	24	81		23	73		47	84
22	23	73	22	22	67	46	46	81
	22	65		21	60		45	77
20	21	58	20	20	53	44	44	72
	20	50		19	46		43	68
18	19	42	18	18	40	42	42	63
	18	34		17	34		41	59
16	17	26	16	16	28	40	40	54
	16	19		15	23		39	50
14	15	14	14	14	19	38	38	46
	14	11		13	15		37	42
12	13	8	12	12	13	36	36	39
	12	5		11	11		35	35
10	11	3	10	10	9	34	34	32
	10	1		9	7		33	29
			8	8	5	32	33	26
				7	4		32	23
			6	6	3	30	31	20
				5	2		30	18
			4	4	1	28	29	16
							28	14
						26	27	12
							26	10
						24	25	9
							24	8
						22	23	7
							22	6
						20	21	5
							20	4
						18	19	3
							18	2
						16	17	2
							16	1
						14	15	1

*Percentiles based on administration of GA-1-CE-A. Values of DE-A are from table of CE and DE equivalent scores based on administration of both forms to the same children: CE-A, DE-A n = 336; DE-A, CE-A n = 227

Table A-47
Percentile Norms: Inter-American Tests of General Ability
Level 3, Forms CE and DE
Grade 4
(Estimated by comparison with SCAT 5A)

	Verbal		Nonverbal		Numerical			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
46	99						110	99	99
	97						108	98	98
44	96	99					106	97	97
	95	98					104	96	96
42	94	97					102	95	95
	93	96					100	94	94
40	92	95	99	99			98	93	93
	91	94	98	98			96	91	91
38	90	93	97	97			94	89	89
	89	92	95	96			92	87	87
36	88	91	92	94			90	84	84
	86	89	89	92			88	82	82
34	84	86	86	90			86	80	81
	82	82	83	87		99	84	78	79
32	80	79	80	84	99	98	82	76	78
	77	76	78	82	98	97	80	73	76
30	74	73	76	80	97	96	78	70	75
	72	70	74	78	96	95	76	68	72
28	70	67	72	76	95	94	74	66	70
	68	64	70	72	93	93	72	64	68
26	66	61	68	68	92	91	70	62	66
	60	59	66	65	90	89	68	60	64
24	56	56	63	62	87	87	66	57	60
	52	53	60	59	83	85	64	54	56
22	49	50	57	57	80	84	62	51	50
	46	47	54	54	77	82	60	45	47
20	44	43	50	50	74	80	58	43	44
	39	39	46	46	70	77	56	41	42
18	35	36	42	43	66	72	54	39	39
	33	33	38	40	60	64	52	37	35
16	31	30	35	37	56	55	50	35	30
	27	22	33	34	51	46	48	30	25
14	24	14	31	31	47	37	46	25	18
	21	6	29	27	43	28	44	18	12
12	17		27	22	40	20	42	12	
	12		22	17	37	13			
10	7		17	12	33	9			
			12		28				
8					24				
					18				
6					12				

Table A-48
Percentile Norms: Inter-American Tests of General Ability
Level 3, Forms CE and DE
Grade 5

	Verbal		Nonverbal		Numerical			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
48	99						128	99	
	97						126	97	99
46	94	99					124	96	98
	91	98					122	95	97
44	88	96	99	99			120	94	96
	85	94	98	98			118	91	95
42	82	91	96	96		99	116	88	93
	77	87	91	94		98	114	85	91
40	73	83	85	91	99	97	112	82	88
	70	80	79	86	98	96	110	80	85
38	68	77	73	79	96	95	108	77	81
	66	73	67	72	94	94	106	74	77
36	64	69	62	65	92	92	104	70	72
	61	65	57	59	89	89	102	66	67
34	58	61	52	54	86	85	100	62	63
	54	56	46	51	82	80	98	59	59
32	51	51	42	47	77	74	96	55	56
	48	46	38	45	72	69	94	51	53
30	45	42	35	43	68	65	92	48	50
	42	38	33	40	64	62	90	46	47
28	40	35	31	37	60	59	88	44	45
	37	33	29	34	56	54	86	42	43
26	34	31	27	31	52	50	84	39	41
	30	28	26	28	47	46	82	36	39
24	27	26	25	26	43	43	80	34	36
	25	24	23	23	39	40	78	32	34
22	23	22	22	21	36	37	76	30	33
	21	20	20	19	33	35	74	28	32
20	19	18	18	17	30	32	72	27	30
	16	16	15	15	25	29	70	25	28
18	14	14	12	13	20	25	68	24	25
	13	12	10	12	17	21	66	23	23
16	12	11	8	11	15	17	64	21	21
	11	9	6	10	13	14	62	18	18
14	10	7	4	8	11	12	60	15	16
	8	6		6	9	10	58	13	14
12	7	5		2	8	8	56	12	12
					7	7	54	11	10
10	5				5	6	52	10	8
							50	9	6
							48	8	
							46	7	

(Estimated by comparison with SCAT 5A)

Table A-49
Percentile Norms: Inter-American Tests of General Ability,
Level 3, Forms CE and DE,
Grade 6
(Estimated by Comparison with SCAT 5A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE	Score	Total CE	Total DE
	99				99		140		
48	96	99	99		98	99	138	99	
	91	98	98	99	97	98	136	97	
46	85	97	96	96	96	97	134	95	99
	79	94	93	93	95	96	132	93	97
44	73	90	90	89	94	95	130	91	95
	67	85	85	85	92	93	128	88	92
42	62	80	78	79	90	91	126	83	89
	58	74	70	72	88	88	124	79	85
40	55	68	63	65	85	85	122	75	82
	52	63	55	58	80	80	120	71	78
38	49	59	47	51	73	74	118	66	74
	47	55	40	43	67	68	116	61	70
36	45	52	33	36	60	62	114	57	66
	43	48	28	32	54	56	112	54	62
34	40	43	25	29	49	49	110	51	58
	38	38	22	27	43	42	108	48	54
32	36	35	20	25	38	36	106	44	49
	34	32	18	23	33	32	104	40	44
30	32	29	17	22	30	29	102	37	39
	30	27	16	20	27	26	100	34	35
28	27	24	15	18	25	24	98	32	32
	24	22	14	16	22	22	96	30	30
26	22	20	13	14	20	20	94	28	28
	20	19	12	13	19	18	92	26	26
24	18	18	12	12	17	17	90	24	24
	16	16	11	11	16	16	88	22	22
22	15	14	10	10	14	15	86	21	21
	13	13	9	9	12	14	84	19	20
20	12	12	8	8	11	13	82	18	19
	10	10	7	7	10	12	80	17	18
18	9	9	6	7	9	10	78	16	17
	8	8	5	6	7	8	76	15	16
16	7	7	4	5	6	6	74	14	15
	6	6			5	4	72	13	14
14	5	5			4	3	70	12	13
	4	4			3	2	68	11	12
							66	10	11
							64	9	10
							62	8	9
							60	7	8
							58	6	7
							56	5	6
							54	4	5
							52		4

Table A-50
Percentile Norms: Inter-American Tests of General Ability
Level 4, Forms CE and DE
Grade 7
(Estimated by Comparison with SCAT 4A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE	Total Score	Total CE	Total DE	Total continued Score	Total continued CE	Total continued DE
50							130	99		90	63	63
48	99						128	98	99	88	60	59
46	98	99		99			126	98	98	86	57	55
44	96	98	99	97		99	124	97	97	84	54	51
42	95	96	97	94		98	122	96	96	82	51	47
40	92	93	94	89		96	120	95	95	80	48	44
38	87	88	90	82	99	93	118	94	94	78	45	41
36	80	83	84	75	98	89	116	93	92	76	42	37
34	77	77	77	67	97	83	114	92	90	74	39	33
32	69	72	71	59	93	77	112	90	88	72	36	30
30	63	66	64	49	87	71	110	88	86	70	33	27
28	55	60	55	41	80	64	108	86	84	68	30	24
26	49	53	45	34	72	57	106	84	82	66	28	22
24	42	47	35	27	64	49	104	82	80	64	26	20
22	35	40	25	20	54	42	102	80	78	62	23	17
20	30	33	18	14	45	35	100	78	76	60	21	15
18	25	27	12	9	36	28	98	75	74	58	19	12
16	20	22	5	4	27	21	96	72	71	56	17	10
14	15	18	3	2	20	13	94	69	68	54	15	8
12	11	12	1		12		92	66	66	52	12	6
										50	9	4

Table A-51
Percentile Norms: Inter-American Tests of General Ability
Level 4, Forms CE and DE
Grade 7
(Estimated by Comparison with SCAT 3A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE	Total Score	Total CE	Total DE	Total continued Score	Total continued CE	Total continued DE
50							124		99	90	71	76
48							122		98	88	68	73
46	99	99					120	99	98	86	65	55
44	98	98	99	99			118	98	97	84	57	
42	96	96	98	98			116	97	96	82	52	
40	94	94	96	96			114	96	95	80		
38	91	91	91	92	99	99	112	95	94			
36	87	86	84	87	98	97	110	93	93			
34	83	79	76	82	95	95	108	91	91			
32	77	73	69	76	92	90	106	90	89			
30	71	68	62	70	85	85	104	88	87			
28	64	64	55	60	76	80	102	86	86			
26	58	60	50		58	75	100	84	85			
24	53	55			50	48	98	82	83			
22	44	41			46	25	96	80	82			
20	38				36		94	77	81			
18							92	74	79			

Table A-52
Percentile Norms: Inter-American Tests of General Ability
Level 4, Forms CE and DE
Grade 8
(Estimated by Comparison with SCAT 4A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE	Total Score	Total CE	Total DE	Total continued Score	Total continued CE	Total continued DE
50	99		99				140	99	99	102	56	55
48	97	99	98	99		99	138	98		100	54	52
46	94	97	96	94		96	136	97	98	98	51	50
44	91	94	92	88		92	134	96	97	96	49	48
42	88	89	86	79		86	132	95	96	94	46	46
40	82	83	79	71	99	79	130	93	94	92	43	43
38	76	77	71	61	95	71	128	91	92	90	41	40
36	69	71	63	52	90	63	126	89	90	88	38	37
34	62	64	55	44	81	55	124	87	87	86	35	34
32	55	57	48	36	71	48	122	85	84	84	32	31
30	47	50	41	28	61	42	120	83	81	82	29	28
28	40	44	33	22	51	36	118	80	78	80	27	25
26	34	38	25	17	43	30	116	77	75	78	25	22
24	28	32	18	13	36	24	114	74	73	76	23	19
22	23	26	12	8	29	19	112	71	71	74	21	17
20	19	21	7	4	22	15	110	68	68	72	18	15
18	15	18	3	2	16	11	108	65	64	70	16	13
16	11	10	1	1	11	9	106	62	61	68	14	11
14	8				8		104	59	58	66	13	10
										64	12	8
										62	10	6
										60	9	5
										58	8	3
										56	6	2
										54	4	1

Table A-53
Percentile Norms: Inter-American Tests of General Ability,
Level 4, Forms CE and DE
Grade 8
(Estimated by Comparison with SCAT 3A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE	Total Score	Total CE	Total DE	Total continued Score	Total continued CE	Total continued DE
50							134		99	102	65	66
48	99	99		99			132	99	98	100	62	64
46	96	97	99	98	99	99	130	98	97	98	59	61
44	94	95	96	95	98	98	128	97	96	96	56	59
42	90	91	91	92	96	96	126	96	95	94	53	57
40	86	87	83	85	94	94	124	94	94	92	49	55
38	81	82	73	76	92	90	122	93	93	90	46	53
36	76	75	63	68	87	84	120	92	92	88	43	51
34	70	67	52	60	79	75	118	91	90	86	40	33
32	63	59	45	53	70	66	116	89	88	84	34	
30	56	53	40	47	58	58	114	87	85			
28	48	49	32	39	50	52	112	84	82			
26	42	45			33	46	110	80	79			
24	38	40			26	22	108	76	76			
22	30	26			21	11	106	72	72			
20	24						104	69	68			

Table A-54
Percentile Norms: Inter-American Tests of General Ability,
Level 4, Forms CE and DE
Grade 9
(Estimated by Comparison with SCAT 4A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE
50	97	99	96	99		
48	94	97	93	95		97
46	87	94	88	83		90
44	81	87	80	71		81
42	76	78	69	61		71
40	68	69	60	52	98	62
38	60	61	52	43	88	54
36	53	54	44	35	79	47
34	46	47	38	29	67	41
32	39	40	32	23	53	35
30	32	34	26	17	45	30
28	28	29	20	12	37	25
26	24	25	14	9	31	21
24	18	21	9	6	25	15
22	13	15	5	3	19	11
20	10	11	3	2	14	9
18	8	9	1	1	10	7
16	6	7			7	5
14	4	5			5	
12					2	

Score	Total CE	Total DE
144	99	
142	97	99
140	95	98
138	93	97
136	91	95
134	89	92
132	85	88
130	81	84
128	77	79
126	74	74
124	71	70
122	68	66
120	66	63
118	63	60
116	60	57
114	57	55
112	54	52
110	51	49
108	48	46
106	45	43

Total continued Score	CE	DE
104	43	41
102	41	39
100	39	37
98	36	35
96	33	33
94	31	31
92	29	29
90	27	27
88	25	24
86	23	21
84	21	18
82	19	16
80	17	14
78	15	12
76	13	10
74	11	9
72	10	8
70	9	7
68	8	5
66	7	4
64	6	3
62	5	2
60	4	
58	3	1

Table A-55
Percentile Norms: Inter-American Tests of General Ability
Level 4, Forms CE and DE
Grade 9
(Estimated by Comparison with SCAT 3A)

Score	Verbal CE	Verbal DE	Nonverbal CE	Nonverbal DE	Numerical CE	Numerical DE
50	99					
48	98	99	98	98		99
46	92	94	94	93	99	97
44	86	89	84	86	95	95
42	79	81	76	78	90	90
40	72	74	66	68	86	86
38	65	67	56	58	81	79
36	60	60	44	51	72	69
34	55	51	36	44	60	58
32	48	43	31	36	53	49
30	41	37	26	31	43	42
28	34	34	21	24	36	37
26	29	30			20	32
24	25	26			16	20
22	20	16				
20	14					

Score	Total CE	Total DE
140	99	99
138	98	98
136	97	97
134	96	96
132	95	95
130	94	93
128	91	90
126	88	87
124	85	84
122	82	81
120	79	78
118	76	74
116	73	71
114	69	68
112	65	64
110	61	60

Total continued Score	CE	DE
108	57	56
106	54	53
104	51	50
102	47	48
100	45	46
98	43	44
96	40	42
94	38	40
92	35	39
90	33	37
88	30	34
86	27	21
84	23	
82	20	

Table A-56
Percentile Norms: Inter-American Tests of General Ability, Level 5, Forms CE and DE
Grade 10
(Estimated by Comparison with SCAT 2A)

	Verbal		Nonverbal		Numerical			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
46							124	99	
		99	99	99			122	98	99
44	99	98	97	98			120	97	98
	98	97	94	96			118	97	97
42	97	96	91	94			116	96	96
	96	95	88	92	99	99	114	95	95
40	95	94	85	89	98	98	112	94	93
	94	93	82	86	97	97	110	93	92
38	93	91	78	82	97	96	108	91	91
	92	89	73	78	96	95	106	89	89
36	90	87	69	74	95	94	104	87	87
	88	85	64	69	94	93	102	85	85
34	86	82	59	64	92	91	100	82	82
	83	79	53	60	90	89	98	79	79
32	79	76	48	55	88	86	96	76	76
	75	73	43	51	86	84	94	72	73
30	70	71	37	47	83	81	92	68	69
	65	69	32	43	79	78	90	65	66
28	60	66	27	39	76	75	88	62	62
	55	62	23	35	71	72	86	59	58
26	51	58	19		67	69	84	55	55
	48	54	17		63	65	82	52	52
24	45	50	15		59	61	80	49	50
	43	46			55	56	78	46	48
22	40	42			52	52	76	43	45
	37	39			49	48	74	41	43
20	34	36			47	45	72	38	41
	29	32			44	41	70	33	39
18	14	29			41	37	68	28	38
	10	26			37	34	66	23	36
16	7	23			31	31	64	18	34
		20			24	28	62		33
14		17			15	24	60		31
	5	14			12				
12		12			10				

Table A-57
Percentile Norms: Inter-American Tests of General Ability,
Level 5, Forms CE and DE
Grade 11
(Estimated by Comparison with SCAT 2A)

	Verbal		Nonverbal		Numerical		Total		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
46		99	99	99			128		99
	99	98	97	98			126	99	98
44	98	96	95	96		99	124	97	97
	96	95	90	93	99	98	122	96	96
42	95	94	85	90	98	98	120	95	95
	95	92	80	86	98	97	118	94	94
40	93	90	76	81	97	96	116	93	92
	91	87	71	76	96	95	114	91	90
38	88	84	66	71	96	93	112	89	88
	86	80	60	66	95	91	110	87	86
36	83	77	55	61	94	89	108	84	83
	80	74	50	56	92	87	106	81	81
34	76	70	45	51	90	84	104	78	79
	72	67	40	47	87	81	102	75	76
32	68	64	35	43	84	78	100	71	72
	64	61	30	38	80	76	98	67	68
30	59	58	25	34	76	73	96	63	64
	53	55	21	30	71	70	94	59	60
28	47	52	18	26	67	67	92	56	56
	43	48	15	24	64	63	90	53	52
26	38	45	11		60	59	88	50	49
	34	41			57	56	86	47	46
24	31	36			54	53	84	44	43
	29	32			49	49	82	40	40
22	26	28			45	45	80	36	37
	23	25			41	41	78	33	35
20	20	23			39	38	76	30	33
	18	20			37	35	74	28	30
18	7	17			34	32	72	25	29
		14			30	29	70	22	27
16		12			25	26	68	19	26
		10			20	23	66	15	24
14		8			10	19	64	12	33
							62	10	22
							60	9	20

Table A-58
Percentile Norms: Inter-American Tests of General Ability, Level 5, Forms CE and DE
Grade 12
(Estimated by Comparison with SCAT 2A)

	Verbal		Nonverbal		Numerical			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
48									
			99						
46	99	99	98	99					
	98	97	95	97					
44	97	95	90	94		99	130	99	99
	95	94	85	90	99	98	128	98	98
42	94	91	80	86	98	98	126	98	97
	92	88	75	82	97	97	124	96	96
40	89	85	71	77	96	96	122	94	95
	86	81	66	71	95	94	120	92	93
38	83	77	61	66	94	92	118	91	91
	80	73	56	62	93	91	116	89	89
36	77	70	51	57	91	89	114	86	87
	73	66	47	52	89	87	112	84	84
34	69	62	43	48	86	84	110	82	82
	65	59	38	44	83	81	108	80	79
32	60	56	33	40	80	78	106	77	76
	56	53	28	35	77	76	104	73	74
30	51	50	22	31	73	73	102	70	71
	46	48	18	27	69	69	100	66	67
28	41	45	14	23	65	66	98	62	63
	37	42	13	18	61	63	96	59	59
26	33	40	10		58	60	94	55	56
	30	36			55	57	92	52	53
24	27	32			51	54	90	49	49
	25	28			47	50	88	47	46
22	22	24			44	46	86	44	42
	19	21			42	42	84	41	39
20	17	19			40	38	82	37	36
	14	16			38	35	80	33	33
18	11	14			35	32	78	30	31
	8	12			31	29	76	27	29
16		9			26	27	74	25	28
					20	23	72	22	26
14					12	18	70	19	24
					10		68	16	22
							66	13	21
							64	11	20
							62	9	19
							60	8	18

Table A-59
Percentile Norms: Inter-American Tests of Reading, Level 1, Grade 1
(Based on 1049 Form CE scores from 13 cities.
Approximate DE equivalents of CE scores are listed.)

Vocabulary			Comprehension			Total		
Form CE	Form DE	%iles	Form CE	Form DE	%iles	Form CE	Form DE	%iles
4	4	1	2	2	1	8	8	1
5	5	2	3	3	2	9	9	1
6	6	2	4	4	2	10	10	2
7	7	3	5	5	3	11	11	2
8	7	4	6	6	4	12	12	2
9	8	5	7	7	5	13	13	3
10	9	6	8	8	6	14	13	3
11	10	7	9	9	7	15	14	4
12	10	9	10	10	9	16	15	4
13	11	10	11	10	12	17	16	5
14	12	11	12	11	14	18	17	5
15	13	13	13	12	17	19	18	6
16	14	15	14	13	20	20	19	6
17	15	16	15	14	23	21	20	7
18	17	18	16	15	26	22	21	8
19	18	20	17	16	29	23	22	9
20	19	22	18	18	32	24	23	10
21	20	25	19	19	36	25	23	11
22	21	28	20	20	39	26	24	12
23	22	31	21	21	43	27	25	13
24	23	34	22	22	47	28	26	14
25	24	38	23	23	50	29	27	15
26	26	43	24	24	54	30	28	16
27	27	47	25	25	58	31	29	18
28	28	51	26	26	62	32	30	19
29	30	55	27	27	66	33	31	20
30	31	59	28	28	70	34	32	21
31	32	64	29	29	73	35	33	22
32	33	68	30	30	76	36	34	23
33	34	73	31	31	78	37	35	24
34	35	77	32	32	80	38	36	25
35	36	80	33	33	83	39	37	26
36	37	84	34	34	85	40	38	27
37	38	88	35	35	87	41	39	29
38	39	92	36	36	89	42	40	31
39	40	96	37	37	92	43	41	33
40		99	38	38	95	44	43	35
			39	39	97	45	45	38
			40	40	99	46	46	40
						47	47	42
						48	48	44
						49	49	46
						50	50	49
						51	51	51
						52	52	53
						53	53	55
						54	54	57
						55	55	60
						56	56	62
						57	58	64
						58	60	66
						59	61	68
						60	62	70
						61	63	72

Total continued			Total continued		
Form CE	Form DE	%iles	Form CE	Form DE	%iles
62	64	74	71	72	87
63	65	75	72	73	89
64	66	77	73	74	90
65	67	78	74	75	92
66	68	80	75	76	94
67	69	82	76	77	95
68	70	83	77	78	97
69	71	85	78	79	98
70	71	86	79	80	99

Table A-60
Percentile Norms: Inter-American Tests of Reading, Level 1,
Forms CEs And DEs, Grade 1: L-1-CEs, n=225; L-1-DEs, n=236
Puerto Rico

Vocabulary			Comprehension			Total		
Form CEs	Form DEs	%iles	Form CEs	Form DEs	%iles	Form CEs	Form DEs	%iles
1	1	1	1	1	1	5	5	1
2	2	2	2	2	2	6	6	2
3	4	5	3	3	5	7	7	3
4	5	10	4	4	8	8	8	5
5	6	14	5	5	11	9	10	8
6	7	18	6	6	15	10	11	10
7	8	22	7	7	20	11	12	13
8	9	25	8	8	25	12	13	15
9	10	29	9	9	29	13	14	18
10	11	33	10	10	34	14	15	20
11	11	36	11	10	38	15	16	22
12	12	39	12	11	43	16	17	25
13	13	41	13	12	47	17	18	27
14	14	43	14	13	52	18	18	29
15	14	45	15	14	57	19	19	31
16	15	48	16	15	61	20	20	33
17	16	51	17	16	65	21	21	35
18	17	53	18	17	69	22	22	37
19	18	55	19	19	74	23	23	38
20	20	57	20	20	78	24	23	40
21	21	59	21	21	81	25	24	42
22	22	60	22	22	84	26	25	44
23	23	61	23	23	86	27	25	45
24	24	63	24	24	88	28	26	47
25	26	65	25	25	90	29	27	49
26	27	66	26	26	92	30	28	50
27	28	68	27	27	93	31	29	51
28	29	70	28	28	95	32	30	53
29	30	73	29	29	96	33	31	55
30	31	75	30	30	97	34	33	57
31	32	78	31	31	98	35	34	58
32	33	80	32	32	98	36	35	59
33	34	83	33	33	99	37	36	60
34	35	86				38	38	61
35	36	89				39	39	63
36	36	91	Total continued			40	40	64
37	37	93	Forms CEs	Form DEs	%iles	41	41	65
38	38	95				42	42	66
39	39	98	53	53	85	43	43	67
40	40	99	54	54	88	44	44	68
			55	55	90	45	45	69
			56	56	92	46	46	70
			57	57	93	47	47	72
			58	58	95	48	48	73
			59	59	96	49	49	75
			60	60	97	50	50	78
			61	61	97	51	51	81
			62	62	98	52	52	84
			63	63	98			
			64	64	99			

Table A-61
Norms: Inter-American Tests of Reading, Level 2, and
Estimated Grade Equivalents of Scores
(Grade Equivalents Estimated by Comparison with
Stanford Achievement Tests Primary Battery II: Vocabulary with
Word Meaning, Level with Paragraph Meaning)

Vocabulary		Grade	Level of Comprehension		Grade
R-2-CE	R-2-DE	Equivalent	R-2-CE	R-2-DE	Equivalent
10	11	1.5	10	10	1.5
12	13	1.6	12	12	1.6
14	15	1.7	14	14	1.7
16	17	1.7	16	16	1.8
18	19	1.8	18	19	2.0
20	21	1.9	20	21	2.3
22	23	2.1	22	22	2.6
24	25	2.4	24	24	2.9
26	27	2.6	26	26	3.1
28	29	2.8	28	28	3.3
30	31	3.0	30	30	3.6
32	33	3.3	32	32	4.0
34	35	3.6	34	34	4.3
36	36	4.0	36	36	4.8
38	38	5.1	38	38	5.2

Table A-62
Percentile Norms: Inter-American Tests of Reading,
Level 3, Forms CE and DE
Grade 4
(Estimated by Comparison with ETS Step 4A)

Vocabulary			Speed		Level		Total		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
40							92	99	99
					99		90	98	98
38					98	99	88	98	97
					98	98	86	97	96
36					97	98	84	96	95
					96	97	82	96	95
34	99	99			95	96	80	95	94
		98			95	95	78	95	94
32	98	97			94	94	76	94	93
		96			94	93	74	94	93
30	97	95			93	92	72	93	92
		94			92	91	70	93	92
28	96	93			91	90	68	92	91
	95	92			91	89	66	92	89
26	94	91			90	88	64	91	88
	93	90			89	86	62	90	86
24	93	89			87	83	60	89	84
	92	88			86	80	58	87	82
22	91	86		99	84	77	56	86	81
	89	83	99	98	82	74	54	85	79
20	86	81	98	97	79	70	52	83	77
	84	79	97	96	76	67	50	82	75
18	82	77	96	95	73	63	48	80	72
	80	74	95	94	70	60	46	78	68
16	78	70	93	93	66	57	44	76	65
	76	65	92	92	62	53	42	73	62
14	74	61	91	89	57	49	40	70	60
	71	56	89	85	52	45	38	68	57
12	67	51	85	81	46	41	36	65	53
	62	48	82	76	40	38	34	60	49
10	55	44	78	70	35	35	32	55	45
	47	41	75	64	29	32	30	49	42
8	40	38	70	58	23	26	28	43	38
	35	33	63	51	20	21	26	38	33
6	30	27	55	44	18	15	24	34	28
	24	18	45	33	15		22	30	21
4	17		35	18	12		20	26	15
	12		24				18	21	8
							16	15	
							14	8	

Table A-63
Percentile Norms: Inter-American Tests of Reading,
Level 3, Forms CE and DE
Grade 5
(Estimated by Comparison with ETS Step 4A)

Vocabulary			Speed		Level		Total			Total Continued		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE	Score	CE	DE
										60	71	63
46					99		110	99				
					98					58	69	61
44					97	99	108	98				
					96	98				56	67	59
42					95	97	106	97	99			
					94	96				54	65	57
40	99				93	95	104	97	98			
	98	99			92	94				52	63	55
38	97	98			91	92	102	96	97			
	96	97			90	91				50	61	52
36	95	96			88	90	100	96	96			
		95			86	88				48	58	48
34	93	93			85	85	98	95	95			
	92	91			84	83				46	56	44
32	91	89			83	82	96	94	95			
	90	86			81	81				44	53	41
30	89	84			79	78	94	93	94			
	87	82			77	76				42	49	39
28	85	80	99		76	73	92	92	93			
	84	78	98	99	74	71				40	46	37
26	83	76	97	98	72	69	90	91	91			
	80	73	96	97	71	66				38	44	35
24	79	71	95	96	69	62	88	90	89			
	77	68	95	95	66	58				36	41	31
22	74	65	94	93	63	55	86	88	87			
	71	62	93	91	60	51				34	37	28
20	67	59	91	89	56	46	84	87	85			
	63	57	89	86	53	42				32	33	24
18	61	54	87	83	49	39	82	86	84			
	58	50	85	81	46	37				30	27	21
16	56	46	82	79	43	35	80	85	83			
	53	42	79	75	39	32				28	23	19
14	51	38	75	71	35	28	78	84	81			
	47	33	71	66	30	24				26	20	16
12	44	29	65	60	25	21	76	83	80			
	39	27	61	54	21	20				24	18	14
10	33	24	56	47	18	18	74	82	79			
	26	22	51	41	15	16				22	15	10
8	21	20	46	36	13	13	72	81	78			
	18	17	40	30	10	10				20	13	6
6	15	13	32	24	8	7	70	79	77			
	11	8	24	16	6					18	10	
4	8		18	8	5		68	77	75			
	5		12							16	6	
2							66	76	72			
							64	75	69			
							62	73	66			

Table A-64
Percentile Norms: Inter-American Tests of Reading,
Level 3, Forms CE and DE
Grade 6
(Estimated by Comparison with ETS Step 4A)

Vocabulary			Speed		Level		Total			Total Continued		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE	Score	CE	DE
48					99		112	99		62	61	55
					98							
46					97	99	110	98	99	60	60	52
					95	98						
44					93	97	108	96	98	58	58	50
					91	94						
42					89	93	106	94	97	56	55	48
	99	99			87	91						
40	97	98			86	89	104	93	96	54	53	46
	95	97			85	87						
38	93	95			83	85	102	92	94	52	51	44
	91	93			81	83						
36	89	91			79	81	100	91	91	50	49	42
	87	89			76	78						
34	86	86			74	75	98	90	90	48	47	38
	85	83			73	73						
32	83	80			71	71	96	88	89	46	45	35
	81	76			70	69						
30	80	73			68	67	94	87	88	44	43	33
	77	70	99		66	65						
28	75	68	98	99	65	62	92	86	86	42	40	31
	73	67	96	97	63	60						
26	71	65	94	95	61	58	90	84	83	40	38	30
	69	62	93	93	60	55						
24	67	60	91	91	57	51	88	82	80	38	35	28
	65	58	90	89	54	47						
22	63	55	88	86	51	44	86	79	77	36	33	25
	60	51	86	83	48	41						
20	55	48	83	80	45	37	84	77	74	34	29	23
	52	46	80	76	43	34						
18	49	43	77	73	40	32	82	75	73	32	26	20
	47	40	74	70	37	30						
16	45	37	71	67	34	28	80	74	72	30	23	17
	43	34	68	64	31	26						
14	41	31	65	59	28	23	78	73	70	28	20	15
	38	27	60	54	25	20						
12	35	24	54	48	20	17	76	71	69	26	17	13
	31	22	49	42	17	16						
10	26	20	45	36	15	15	74	70	68	24	15	11
	22	18	41	32	12	14						
8	18	17	36	29	10	11	72	69	67	22	13	8
	15	14	31	24	9	9						
6	12	11	26	20	8	7	70	67	65	20	11	6
	10	8	20	14	7							
4	7		15	8	5		68	66	63	18	9	
	5		10									
2							66	65	60	16	7	
							64	63	57			

Table A-65
Percentile Norms: Inter-American Tests of Reading,
Level 4, Forms CE and DE
Grade 7
(Estimated by Comparison with ETS Step 3A)

Vocabulary			Speed		Level		Total			Total Continued		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE	Score	CE	DE
							102		99			
										50	56	57
44							100					
						99				48	53	54
42							98		98			
						98				46	50	52
40							96	99				
					99	97				44	47	50
38					98		94		97			
		99			97	96				42	44	47
36					97	95	92	98				
	99	98			96	93				40	41	44
34	98	97			95	92	90	97	96			
	97	96			94	90				38	38	41
32	96	95			92	88	88	97	95			
	95	93			90	87				36	34	39
30	94	91			88	85	86	96	94			
	92	89			86	83				34	31	36
28	90	87		99	83	80	84	95	93			
	87	85			80	77				32	27	32
26	85	82			78	75	82	94	92			
	82	79	99	98	75	73				30	23	27
24	78	76			71	70	80	92	90			
	74	73	98		67	67				28	18	22
22	70	70	97	97	64	64	78	91	89			
	66	67	96	96	60	60				26	12	13
20	61	63	94	95	57	57	76	89	87			
	57	59	92	93	53	54				24	8	9
18	53	56	90	91	50	51	74	88	86			
	49	53	87	88	46	47				22	5	
16	45	50	85	86	43	44	72	87	84			
	40	46	82	83	39	41						
14	35	41	77	78	35	37	70	85	82			
	31	37	73	74	31	32						
12	27	32	68	69	26	27	68	83	80			
	22	27	62	64	20	21						
10	15	23	56	59	15	15	66	81	77			
	8	16	49	54	10	5						
8	5	7	43	48	4		64	78	75			
			36	43								
6			28	38			62	76	73			
			22	31								
4			14	20			60	73	70			
			9	7								
2			4				58	69	67			
							56	66	64			
							54	63	62			
							52	59	60			

Table A-66
Percentile Norms: Inter-American Tests of Reading,
Level 4, Forms CE and DE
Grade 8
(Estimated by Cmomparison with ETS STEP 3A)

	Vocabulary		Speed		Level			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
44							104		
					99				
42					98		102		99
							100		
40					99	97	98	99	98
							96		
38					98	96	94	98	97
		99			97	95	92		96
36	99				96	93	90	97	95
		98			95	91	88	96	94
34	98				93	89	86	95	93
	97	96			92	87	84	93	91
32	96	93			90	85	82	92	89
	94	91			87	83	80	90	87
30	92	88			85	80	78	88	86
	90	86			82	77	76	86	84
28	87	84		99	78	75	74	84	82
	83	81			75	71	72	82	79
26	80	77		98	72	68	70	80	77
	75	74			68	65	68	78	74
24	71	70	99	97	64	62	66	75	70
	67	66	98		59	58	64	72	68
22	63	62	97	96	55	55	62	69	66
	58	58	95	95	51	51	60	66	63
20	54	54	92	93	47	58	58	62	59
	48	50	89	90	44	44	56	58	56
18	43	47	87	87	40	41	54	54	53
	39	44	84	85	36	37	52	51	50
16	34	39	80	82	32	34	50	47	48
	30	35	76	77	29	30	48	43	45
14	25	31	71	73	25	26	46	40	43
	21	26	66	67	20	22	44	37	40
12	17	22	60	61	16	17	42	34	37
	13	17	53	55	12	14	40	30	34
10	9	14	47	49	5	9	38	27	31
	3	10	40	44	3	2	36	23	29
8	1	5	33	38	1		34	20	25
			26	33			32	17	21
6			18	27			30	14	17
			14	21			28	11	12
4			5	12			26	8	7
			3	4			24	5	5
2			1				22	2	

Table A-67
Percentile Norms: Inter-American Tests of Reading,
Level 4, Forms CE and DE
Grade 9
(Estimated by Comparison with ETS Step 3A)

	Vocabulary		Speed		Level			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
46							106		99
						99	104		98
44							102		97
					99	98	100	99	96
42						96	98	98	95
					98	95	96	97	93
40					97	94	94	96	92
		99			96	92	92	94	90
38	99	98			95	90	90	93	89
	98	97			93	88	88	91	88
36	97	96			92	86	86	88	85
	96	95			90	83	84	85	82
34	95	93			86	78	82	83	79
	92	90			83	74	80	80	75
32	90	86			79	72	78	77	72
	87	82			75	68	76	73	69
30	84	77		99	71	64	74	69	66
	79	73		98	66	60	72	66	62
28	74	69		97	62	57	70	64	59
	68	64	99	96	58	53	68	61	56
26	64	60		95	54	50	66	58	53
	59	57	98	95	50	47	64	54	50
24	54	52	96	94	46	44	62	51	48
	49	48	94	93	41	40	60	48	45
22	45	44	92	91	37	37	58	44	42
	40	40	89	89	34	34	56	40	39
20	35	37	84	86	31	31	54	37	36
	31	33	79	81	28	28	52	33	34
18	28	31	74	76	26	26	50	30	32
	25	28	69	71	23	23	48	28	29
16	22	25	64	66	20	21	46	26	27
	19	22	59	61	17	18	44	23	25
14	16	19	54	55	15	15	42	21	23
	13	16	48	49	12	13	40	19	21
12	10	13	42	43	9	10	38	17	19
	7	10	36	38	7	8	36	14	18
10	5	8	30	33	5	5	34	12	16
	3	5	25	28	3	1	32	10	13
8	1	2	20	24	1		30	8	10
			15	20			28	6	7
6			11	17			26	4	4
			8	12			24	3	3
4			5	7			22	1	
			3	3					
2			1						

Table A-68
Percentile Norms: Inter-American Tests of Reading,
Level 5, Forms CE and DE
Grade 10
(Estimated by Comparison with ETS STEP 2A)

Vocabulary			Speed		Level		Total		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
42							100	99	
	99	99					98	98	
40	98				99		96	97	99
	97	98				99	94	96	98
38	96	97			98		92	95	97
	95	96			97	98	90	94	96
36	94	94			96	97	88	94	95
	93	93			95	95	86	93	94
34	90	92			94	93	84	92	92
	87	89			93	92	82	91	90
32	85	86			92	90	80	89	88
	82	82			90	87	78	87	86
30	78	79			88	85	76	86	83
	75	75			87	82	74	84	80
28	72	72			85	79	72	82	77
	68	69			82	76	70	79	74
26	64	65			79	72	68	76	71
	59	62			76	68	66	73	68
24	54	56	99		73	64	64	70	65
	50	51		99	70	60	62	67	63
22	45	47	98	98	66	55	60	64	60
	40	42	97	97	62	50	58	61	56
20	36	38	96	96	56	45	56	57	52
	32	34	94	94	51	40	54	53	49
18	28	30	93	93	46	36	52	49	45
	25	25	91	89	40	33	50	45	41
16	22	22	88	85	36	30	48	40	37
	19	19	84	79	31	26	46	36	35
14	16		79	74	27	23	44	32	30
	14		75	69	22	20	42	28	26
12	12		70	64	19	17	40	25	23
	9		64	57	15	14	38	22	21
10	7		58	50	13	12	36	19	18
	5		49	43	10		34	16	15
8	3		39	35			32	14	13
			31	28			30	12	
6			22	22			28	10	
			15						
4			9						
			4						

Table A-69
Percentile Norms: Inter-American Tests of Reading,
Level 5, Forms CE and DE
Grade 11
(Estimated by Comparison with ETS Step 2A)

Vocabulary			Speed		Level		Total		
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
44							106	99	
	99						104		
42		99			99		102	98	99
	98						100	97	
40	97	98			98	99	98	96	98
	96	97				98	96	95	
38	94	96			97	97	94	94	97
	93	94			96	96	92	93	96
36	91	92			94	95	90	92	94
	88	90			93	93	88	91	92
34	85	87			91	91	86	89	90
	80	82			90	88	84	87	88
32	76	78			88	84	82	85	85
	72	73			85	79	80	83	81
30	67	68			81	75	78	80	77
	63	64			78	71	76	77	73
28	59	60			75	67	74	74	69
	55	56			72	63	72	72	66
26	50	52			68	59	70	68	62
	46	48	99		64	55	68	65	59
24	41	43		99	60	50	66	61	55
	37	38	98	98	56	46	64	58	52
22	32	35	97	98	52	42	62	54	49
	28	31	96	97	47	37	60	50	45
20	25	27	94	95	42	33	58	48	42
	22	24	92	92	37	29	56	43	39
18	19	21	90	88	33	26	54	39	36
	17	17	86	82	29	23	52	36	33
16	15	15	81	76	25	20	50	32	30
	12	12	75	68	21	18	48	28	27
14	10		68	62	18	15	46	25	24
	8		62	56	15	12	44	22	21
12	7		57	50	12	10	42	19	18
	5		50	43	9	8	40	17	16
10	4		43	37	7	7	38	14	14
	3		36	31	5		36	12	11
8	1		28	25			34	9	9
			21	19			32	8	7
6			15	15			30	7	5
			8				28	5	
4			5						
			2						

Table A-70
Percentile Norms: Inter-American Tests of Reading,
Level 5, Forms CE and DE
Grade 12
(Estimated by Comparison with ETS STEP 2A)

	Vocabulary		Speed		Level			Total	
Score	CE	DE	CE	DE	CE	DE	Score	CE	DE
							108	99	
44	99	99			99		106	98	
	98						104	97	
42	97	98			98	99	102	96	99
	96	97				98	100	95	98
40	95	96			97	97	98	94	97
	94	95			96	96	96	93	96
38	92	93			94	95	94	91	95
	89	91			93	94	92	89	93
36	87	88			91	92	90	87	90
	84	86			89	89	88	86	88
34	79	82			87	87	86	84	86
	73	76			85	83	84	83	83
32	68	71			83	78	82	80	79
	63	65			79	73	80	77	74
30	57	59			75	67	78	73	70
	53	54			71	63	76	71	65
28	49	50			67	58	74	67	61
	46	46			63	54	72	64	57
26	41	42	99	99	59	50	70	59	53
	36	38	98	98	55	45	68	56	49
24	31	33	97	97	51	40	66	52	45
	27	28	96	97	47	36	64	48	42
22	23	25	95	96	42	32	62	44	39
	20	22	93	94	38	27	60	40	36
20	18	19	91	92	32	23	58	38	32
	15	17	88	88	28	21	56	34	29
18	13	15	85	84	24	18	54	29	26
	11	12	81	75	21	16	52	26	23
16	10	10	74	69	18	14	50	23	21
	8	8	67	60	15	12	48	19	19
14	7		59	53	12	10	46	17	17
	6		52	47	10	9	44	15	15
12	4		48	40	8	7	42	13	13
	3		43	33	6	6	40	11	11
10	2		34	27	5	5	38	10	10
	1		27	22	4		36	8	8
8			23	17			34	7	6
			19	13			32	6	5
6			15	10			30	5	
			6				28	4	
4			4						
			1						

Table A-71
Equivalent Scores: Inter-American Tests of General Ability, Level 1, Full and Abbreviated Forms

Verbal-Numerical		Nonverbal		Total		Total continued	
CE-A	DE	CE-A	DE	CE-A	DE	CE-A	DE
8	16	8	10	20	31	44	62
9	18	9	11	21	32	45	63
10	19	10	12	22	33	46	64
11	20	11	13	23	35	47	65
12	21	12	14	24	36	48	66
13	22	13	15	25	37	49	67
14	23	14	16	26	38	50	68
15	24	15	18	27	39	51	69
16	26	16	20	28	40	52	70
17	27	17	22	29	41	53	71
18	28	18	23	30	43	54	72
19	29	19	24	31	45	55	73
20	30	20	26	32	46	56	74
21	32	21	27	33	47	57	75
22	33	22	28	34	48	58	75
23	34	23	30	35	49	59	76
24	35	24	31	36	51	60	76
25	36	25	32	37	52		
26	37	26	33	38	54		
27	37	27	35	39	55		
28	38	28	36	40	56		
29	39	29	37	41	58		
30	40	30	38	42	59		
		31	39	43	60		

Tests administered to the same children. Order of administration: GA-1-CE-A, GA-1-DE, n = 231; GA-1-DE, GA-1-CE-A, n = 143.

Table A-72
Equivalent Scores: Inter-American Tests of General Ability, Form CE, at Adjacent Levels 2 and 3
Grade 4, n = 434

%ile	Verbal-Numerical And Verbal		Nonverbal		Total	
	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3
98	58.5	46	39	47.5	95	127
95	57	44	37.5	44.5	92.5	122
90	56	42	36	43	91	117
80	54	39	35	41	88.5	109
75	53.5	38	34.5	40	87	107
70	53	37	34	39.5	85	104
60	52	34	33	38	84	99
50	50	31	32	36	82	93
40	49	28	30.5	34	80	86
30	48	25.5	29.5	31	78	78
25	47	24	28.5	29	76	74
20	45	22	27.5	26.5	74	69
10	41	17	25	22	69	58
5	38	13	23	18	63	49
2	35	10	20	14	56	42

Table A-73
Equivalent Scores: Inter-American Tests of General Ability, Form CE, Levels 3 and 4
Level 3, n = 329; Level 4, n = 343

Verbal		Nonverbal		Numerical		Total	
GA-3-CE	GA-4-CE	GA-3-CE	GA-4-CE	GA-3-CE	GA-4-CE	GA-3-CE	GA-4-CE
48	40	48	49	48	40	148	139
46	35	46	45	46	36	144	136
44	32	44	41	44	35	140	126
42	29	42	37	42	30	136	114
40	29	40	34	40	27	132	105
38	25	38	32	38	24	128	98
36	23	36	29.5	36	22	124	94
34	21.5	34	27.5	34	19.5	120	88
32	20	32	25.5	32	18	116	83
30	18.5	30	24	30	16	112	79.5
28	17	28	23	28	14.5	108	76
26	16.5	26	22	26	13	104	73
24	15	24	21	24	12	100	70.5
22	14	22	20	22	11	96	68
20	13			20	9.5	92	65.5
18	12			18	8	88	62
16	11			16	7	84	58
						80	53.5
						76	50.5
						72	46
						68	43
						64	39.5
						60	37

Table A-74
Equivalent Scores: Inter-American Tests of General Ability,
Form CE, at Adjacent Levels 4 and 5
GA-4-CE, n = 546; GA-5-CE, n = 574

Verbal		Nonverbal		Numerical		Total	
Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5
50	48	50	49	50	49	148	143
	44		47		46	144	133
48	40	48	45.6	48	44	140	125
	38		44		42	136	116
46	36	46	42	46	40	132	110
	34		41		38	128	104
44	33	44	39.5	44	37	124	98
	32		38		35	120	93
42	30	42	37	42	34	116	88
	29		36		32	112	85
40	28	40	34.5	40	30.5	108	82
	27		33		29	104	78
38	26	38	32	38	28	100	76
	25		30.5		27	96	71
36	24	36	29.5	36	25.5	92	68
	23		28.5		24.5	88	64.5
34	22	34	27	34	23.5	84	61
	21.5		26		22.5	80	58
32	20.5	32	25	32	21.5	76	54.5
	20		24.5		20.5	72	51
30	19.7	30	23.5	30	19.5	68	48
	19		22.5		18.5	64	42
28	18.5	28	22	28	18	60	36
	18		21.5		17.5	56	29
26	17.5	26	20.5	26	16.5		
	17		19.5		16.2		
24	16.3	24	19	24	15.3		
	15.6		18		15		
22	16	22	17	22	14.5		
	14.3		16		13.5		
20	13.5	20	14.7	20	13		
	13		12.5		12.5		
18	12	18	10.5	18	11.7		
	11.5		6		10.7		
16	10.5	16		16	10		
	10				9		
14	9.3			14	7.2		
	9				6		
12	8			12	5		
	7				3		
10				10			

Table A-75
Equivalent Scores: Inter-American Tests of Reading, Form CE,
at Adjacent Levels 2 and 3
Grade 4, n = 441

Vocabulary		Speed		Level		Total	
R-2	R-3	R-2	R-3	R-2	R-3	R-2	R-3
38	18	28	22	38	30	104	80
36	13	26	19	36	25	100	67
34	10	24	17	34	21	96	59
32	8	22	15	32	18	92	52
30	7	20	13	30	15	88	47
28	6	18	11	28	13	84	40
26	5	16	9	26	12	80	35
24	4	14	7	24	11	76	31
22	3	12	5	22	10	72	28
20	2	10	4	20	8	68	26
		8	3	18	5	64	24
		6	2			60	22
						56	20
						52	18
						48	16

Table A-76
Equivalent Scores: Inter-American Tests of Reading, Form CE,
at Adjacent Levels 3 and 4
Grades 6 and 7, n = 661

Vocabulary		Speed		Level		Total	
R-3	R-4	R-3	R-4	R-3	R-4	R-3	R-4
44	36	28	20	48	38	124	111
42	32	26	18	46	34	120	97
40	29	24	16	44	31	116	89
38	26	22	14	42	29	112	82
36	24	20	12	40	27	108	77
34	22	18	11	38	25	104	72
32	20	16	10	36	24	100	68
30	18	14	8	34	22	96	63
28	16	12	7	32	21	92	59
26	15	10	6	30	20	88	56
24	14	8	5	28	19	84	53
22	13	6	3	26	18	80	50
20	12	4	2	24	16	76	48
18	11			22	15	72	45
16	10			20	14	68	42
14	9			18	13	64	40
12	8			16	12	60	38
10	7			14	11	56	36
8	5			12	9	52	35
6	4			10	8	48	33
				8	6	44	31
				6	5	40	29
						36	27
						32	24
						28	21
						24	17
						20	13
						16	8

Table A-77

Equivalent Scores: Inter-American Tests of Reading, Form CE, at Adjacent Levels 4 and 5 Grades 9 and 10, n = 789

Vocabulary		Speed		Level		Total	
R-4	R-5	R-4	R-5	R-4	R-5	R-4	R-5
42	42	28	18	48	45	120	113
40	39	26	16	46	40	116	104
38	36	24	14	44	36	112	96
36	33	22	12	42	33	108	90
34	30	20	11	40	31	104	84
32	28	18	10	38	28	100	79
30	25	16	9	36	26	96	74
28	23	14	8	34	24	92	69
26	21	12	7	32	22	88	65
24	19	10	6	30	21	84	61
22	17	8	5	28	19	80	58
20	15	6	4	26	18	76	54
18	13	4	2	24	17	72	51
16	11			22	15	68	48
14	9			20	14	64	45
12	8			18	13	60	43
10	7			16	12	56	40
8	6			14	11	52	38
6	5			12	10	48	36
4	4			10	9	44	33
				8	8	40	31
						36	28
						32	25
						28	22
						24	19
						20	16

Table A-78

Equivalent Scores at Adjacent Levels: Tests of General Ability and Tests of Reading, Form CE, Levels 2, 3, 4, and 5, Totals (Approximated at Four-Point Intervals)

Tests of General Ability				Tests of Reading			
Level 2	Level 3	Level 4	Level 5	Level 2	Level 3	Level 4	Level 5
		145	136*			117	106*
		143	132			115	102
		141	128			113	98
		140	124			111	94
		138	120			108	90
		136	116			105	86
		133	112		122	102	82
		131	108		121	99	78
		128	104		120	96	74
		125	100		118	92	70
		122	96		116	89	66
	140	119	92		114	85	62
	138	116*	88		111	81*	58
	135	112	85		108	77	55
	133	108	81		105	73	52
	131	104	78		101	69	49
	129	100	75		98*	65	46
95	127	96	71		94	61	44
94	124	92	68		90	58	42
92	120	88	64		86	55	40
91	117	84	61		82	52	38
89	113	80	58	105	78	49	36
88	108*	76	54	103	74	47	35
86	104	73	51	101	70	44	33
85	100	70	48	99	66	41	31
83	96	68	46	97	62	39	30
82	92	65	43	95	58	37	29
81	88	62	40	93	54	35	28
79	84	58	36	91	50	34	27
78	80	54	32	89	46	32	26
77	76	50		86	42	31	25
75	72	46		83*	38	28	
74	68	43		79	34	26	
72	64	40		75	30		
70	60	38		71	27		
68	56	35		67	25		
65*	52	33		63	23		
61	47						
57	43						
53	39						
49	35						
45	31						

*Intervals of four begin here in descending order.

Table A-79
Equivalent Scores: Inter-American Tests of General Ability,
Level 2, Forms CE and DE, with Otis Alpha Raw Scores
(Verbal-Numerical with Verbal, Nonverbal with Nonverbal, Total with Total)
Form CE, n = 186; Form DE, n = 155

Verbal-Numerical			Nonverbal			Total		
Score	Otis Equivalent		Score	Otis Equivalent		Score	Otis Equivalent	
	CE	DE		CE	DE		CE	DE
50	81	80						
48	79	78	48			88		
46	76	75	46			84	152	150
44	73	72	44			80	145	143
42	70	69	42			76	139	137
40	68	66	40			72	133	131
38	65	64	38	78	76	68	127	126
36	62	61	36	75	72	64	122	121
34	60	59	34	71	69	60	117	114
32	57	56	32	67	65	56	111	109
30	54	54	30	63	62	52	106	104
28	52	52	28	59	59	48	102	100
26	50	50	26	56	55	44	96	96
24	48	48	24	53	52	40	88	88
22	46	46	22	50	49	36	80	80
20	44	44	20	48	47			
18	42	42	18	46	45			
16	40	40	16	43	42			
			14					
			12					
			10					

Table A-80

Equivalent Scores: Forms CE and DE of Inter-American Tests of General Ability, Level 1

Verbal-Numerical		Nonverbal		Total		Total	
CE	DE	CE	DE	CE	DE	CE	DE
4	4	4	4	12	12	47	47
5	5	5	5	13	13	48	48
6	6	6	6	14	14	49	50
7	7	7	7	15	15	50	51
8	9	8	8	16	16	51	52
9	10	9	9	17	18	52	53
10	11	10	10	18	19	53	54
11	12	11	11	19	20	54	55
12	13	12	12	20	21	55	56
13	14	13	13	21	22	56	57
14	15	14	14	22	23	57	57
15	16	15	15	23	24	58	58
16	17	16	16	24	25	59	59
17	18	17	17	25	26	60	60
18	19	18	18	26	27	61	61
19	20	19	19	27	28	62	62
20	21	20	20	28	29	63	63
21	22	21	21	29	30	64	64
22	23	22	22	30	31	65	65
23	24	23	23	31	32	66	66
24	25	24	24	32	33	67	67
25	26	25	25	33	34	68	68
26	27	26	26	34	35	69	69
27	28	27	27	35	36	70	70
28	29	28	28	36	37	71	71
29	29	29	29	37	38	72	72
30	30	30	30	38	38	73	73
31	31	31	31	39	39	74	74
32	32	32	32	40	40	75	75
33	33	33	33	41	41	76	76
34	34	34	34	42	42		
35	35	35	35	43	43		
36	36	36	36	44	44		
37	37	37	37	45	45		
38	38	38	38	46	46		

Table A-81
Equivalent Scores: Inter-American Tests of
General Ability, Level 2, Form CE and Form DE
n = 542

Verbal-Numerical		Nonverbal		Total	
CE	DE	CE	DE	CE	DE
16	16	10	10	30	30
17	17	11	11	32	32
18	18	12	12	34	34
19	19	13	13	36	36
20	20	14	14	38	38
21	21	15	15	40	40
22	21	16	16	42	42
23	22	17	17	44	44
24	23	18	18	46	45
25	24	19	19	48	47
26	25	20	20	50	49
27	26	21	21	52	51
28	27	22	22	54	54
29	28	23	23	56	56
30	29	24	25	58	59
31	30	25	26	60	61
32	32	26	27	62	63
33	33	27	28	64	65
34	34	28	29	66	67
35	35	29	30	68	70
36	36	30	31	70	72
37	38	31	32	72	74
38	39	32	33	74	76
39	39	33	34	76	78
40	40	34	35	78	80
41	41	35	36	80	82
42	42	36	37	82	83
43	43	37	38	84	85
44	44			86	87
45	45			88	88
46	46			90	90
47	47				
48	48				
49	49				
50	50				

Table A-82
Equivalent Scores: Inter-American Tests of General Ability, Level 3, Form CE and Form DE
(Estimated by Comparison with SCAT 5A)
n = 401

Verbal		Nonverbal		Numerical		Total		Total Continued	
CE	DE	CE	DE	CE	DE	CE	DE	CE	DE
10	10	10	10	10	10	40	40	118	115
11	11	11	11	11	11	42	42	120	117
12	12	12	12	12	12	44	44	122	119
13	13	13	13	13	13	46	46	124	121
14	14	14	14	14	14	48	48	126	123
15	15	15	15	15	15	50	50	128	125
16	16	16	16	16	16	52	52	130	127
17	17	17	17	17	17	54	54	132	129
18	18	18	18	18	17	56	56	134	131
19	19	19	19	19	18	58	58	136	133
20	20	20	20	20	19	60	59	138	135
21	21	21	21	21	20	62	61	140	137
22	22	22	22	22	21	64	63	142	139
23	23	23	23	23	23	66	65	144	141
24	24	24	24	24	24	68	67	146	143
25	25	25	24	25	25	70	68		
26	26	26	25	26	26	72	70		
27	27	27	26	27	27	74	72		
28	28	28	26	28	28	76	74		
29	29	29	27	29	29	78	76		
30	30	30	28	30	30	80	78		
31	31	31	29	31	31	82	80		
32	32	32	30	32	32	84	83		
33	33	33	31	33	33	86	85		
34	34	34	33	34	34	88	87		
35	34	35	34	35	35	90	89		
36	35	36	35	36	36	92	92		
37	36	37	36	37	37	94	94		
38	36	38	37	38	38	96	96		
39	37	39	38	39	39	98	98		
40	38	40	39	40	40	100	100		
41	39	41	40	41	41	102	101		
42	40	42	42	42	42	104	103		
43	40	43	43	43	43	106	105		
44	41	44	44	44	44	108	106		
45	42	45	45	45	45	110	108		
46	43	46	46	46	46	112	109		
47	45	47	47	47	47	114	111		
48	46	48	48	48	48	116	113		

Table A-83

Equivalent Scores: Inter-American Tests of General Ability, Level 4, Forms CE and DE
(Estimated by Comparison with SCAT 3A and 4A)

Verbal		Nonverbal		Numerical		Total		Total Continued	
CE	DE	CE	DE	CE	DE	CE	DE	CE	DE
20	20	20	20	20	20	60	60	122	123
21	21	21	21	21	21	62	62	124	125
22	22	22	22	22	22	64	64	126	126
23	23	23	23	23	23	66	66	128	128
24	24	24	24	24	24	68	68	130	130
25	25	25	25	25	25	70	70	132	131
26	26	26	26	26	26	72	72	134	133
27	27	27	27	27	27	74	74	136	135
28	28	28	28	28	28	76	76	138	137
29	29	29	29	29	30	78	78	140	139
30	30	30	30	30	31	80	80	142	141
31	31	31	31	31	32	82	82	144	143
32	32	32	32	32	33	84	84		
33	33	33	33	33	34	86	86		
34	34	34	34	34	35	88	88		
35	35	35	35	35	36	90	90		
36	36	36	36	36	37	92	92		
37	37	37	37	37	38	94	93		
38	38	38	38	38	39	96	95		
39	39	39	39	39	40	98	97		
40	39	40	40	40	41	100	99		
41	40	41	41	41	42	102	101		
42	41	42	42	42	43	104	104		
43	42	43	43	43	44	106	106		
44	43	44	44	44	45	108	109		
45	44	45	45	45	46	110	111		
46	45	46	46	46	47	112	113		
47	46	47	47	47	48	114	115		
48	47	48	48	48	49	116	117		
49	48	49	49			118	119		
50	49	50	50			120	121		

Table A-84
Equivalent Scores: Inter-American Tests of Reading, Level 2, Form CE and Form DE
n = 547

Vocabulary		Speed	Level	Total	
CE	DE	DE	DE	CE	DE
4	3	4	5		
6	5	6	7		
8	7	8	9	20	22
10	10	10	11	24	26
12	12	11	13	28	30
14	14	13	15	32	34
16	17	15	17	36	38
18	19	17	19	40	42
20	21	19	21	44	46
22	23	21	23	48	50
24	25	22	25	52	53
26	27	24	26	56	57
28	29	26	28	60	61
30	31	29	30	64	65
32	32		32	68	69
34	34		33	72	73
36	36		35	76	76
38	38		37	80	79
40	40		39	84	83
				88	87
				92	91
				96	95
				100	99
				104	104
				108	108

Table A-85
Distribution of Scores by Ages: Inter-American Test of General Ability, Preschool Level
(Highest possible score 80)

	Day Care Centers			Kindergarten		
Score	Total	Age 4	Age 5	Total	Age 4	Age 5
70-74				5		5
65-69	3		3	10		10
60-64	13	1	12	23	3	18
55-59	11	3	8	19	1	14
50-54	20	11	9	16	1	15
45-49	21	14	7	10	2	8
40-44	17	12	5	8	3	4
35-39	16	13	3	7	3	4
30-34	8	7	1	2	2	
25-29	3	3				
Total	112	64	48	100*	15	78
75th %ile	54	49	61	62	56	63
50th %ile	47	43.5	54	56.5	44	58
25th %ile	40	38	47	48.5	35	50

*Total includes 7 children of other ages.